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ABSTRACT

This Alberta curriculum guide, focusing on tourism studies, defines competencies that: help students build daily living skills, investigate career options in the design and repair of motor vehicles, use technology in these fields effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs. Section A provides information on Career and Technology Studies (CTS), such as program rationale and philosophy, general learner expectations, curriculum structure and levels of achievement, curriculum and assessment standards, and basic competencies reference guide. Section B presents strand rationale and philosophy and strand organization, including themes, concepts/levels, scope and sequence, and module descriptions. Section C addresses planning for instruction for CTS and tourism studies. Sections D-F contain 24 module curriculum and assessment standards for introductory, intermediate, and advanced levels. Each module within a level contains these components: level, theme, prerequisite, module description, module parameters, and curriculum and assessment standards. The latter are found in two charts: one correlating module learner expectations, assessment criteria and conditions, and suggested emphasis and the other concepts, specific learner expectations, and teacher notes. Sections G-J provide background information and strategies for assessing student achievement and assessment tools; an overview of linkages and transitions of CTS modules with organizations; lists of learning resources; and background information, strategies, a template for developing student learning guides, and several sample student learning guides. (YLB)

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CAREER & TECHNOLOGY STUDIES

TOURISM STUDIES

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

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Program/Level: Career and Technology Studies/Secondary

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This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation*.

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended, and is required for implementation. Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.

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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, ***students*** in CTS ***will***:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

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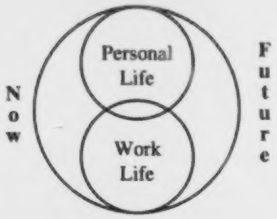
In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

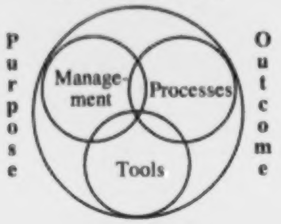

CAREERS

A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.


TECHNOLOGY

Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

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GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
    - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
    - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
    - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
    - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
    - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)
    - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

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Specific learner expectations provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	33
2. Career Transitions	28
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	19
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

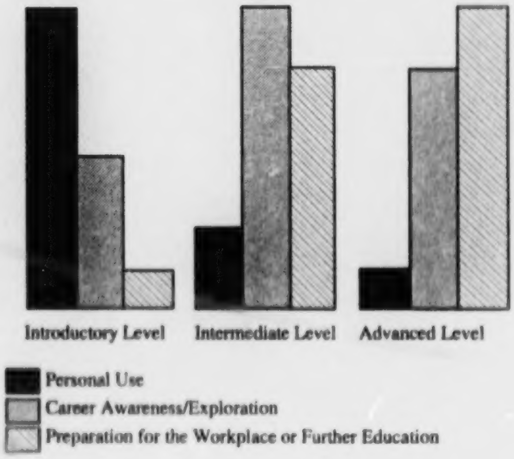
Modules are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



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CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

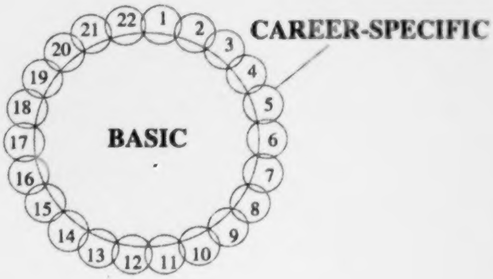
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



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BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ ——→——→	☐ ——→——→	☐ ——→——→
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ ——→——→
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ ——→——→
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

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Stage 1— *The student:*	**Stage 2—** *The student:*	**Stage 3—** *The student:*	**Stage 4—** *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ ⟶ ⟶	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ⟶ ⟶	☐ ⟶ ⟶	☐ ⟶ ⟶
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ⟶ ⟶	☐ ⟶ ⟶
☐ follows appropriate/emergency response procedures	☐ ⟶ ⟶	☐ ⟶ ⟶	☐ ⟶ ⟶
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

***Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

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TOURISM STUDIES

B. STRAND RATIONALE AND PHILOSOPHY

Tourism is a series of human interactions. It is sometimes referred to as a system, sometimes as an activity and often as an industry. A worldwide phenomenon of global economic importance, tourism is the result of people's decisions to travel. Travellers who become tourists may have different purposes for moving between locations, including visiting family and friends, attending a business meeting and enjoying leisure activities. Learning and participating in tourism activities helps people to develop an appreciation for the world and its people. Travelling brings one culture in contact with another and allows individuals to appreciate the beauty in cultural diversity. It has been said that tourism is the industry of peace; tourism promotes understanding, acceptance and appreciation of others.

Tourism is one of Alberta's fastest growing industries. As the third largest industry in Alberta, tourism employs 100 000 people and generates $2.5 billion in revenues. By the year 2000, tourism is expected to rise to one of the top revenue generators in the province. Almost 70 per cent of the province's tourism business comes from Albertans travelling within their own province.*

Tourism is a sustainable industry. It encompasses business, organizations, labour and government agencies that provide, totally or partly, the means of transportation, goods, services, accommodation and other facilities, programs and resources. Providing quality guest service and hospitality can mean the difference between success and failure in the tourism industry. Effective communication skills, anticipating and satisfying guest needs, and having a professional appearance and behaviour are basic skills students will need in whatever career path they choose. Tourism Studies, a strand in Career and Technology Studies, can provide relevant, practical situations for students to develop and demonstrate these important skills.

Tourism Studies helps students develop a broad awareness of the economic, social and environmental impact of tourism in the province of Alberta. Students will develop an understanding of the present and potential economic contributions of tourism in the context of their community, Alberta, Canada and the world. However, the impact of tourism can destroy the physical and cultural resources that are the heart of the industry. Community planning and development of tourism is a cooperative effort between private and public sectors and between individuals and organizations. Creative and responsible decisions made at the local level can

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* Arlene McGinn and Deanna Binder, *Meeting the Needs: Tourism in Secondary Schools: A Predevelopment Curriculum Research Report*, Edmonton, AB: Alberta Education, 1990.

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translate into social, cultural and economic benefits for the entire community. As citizens, future employees and future business owners, students will benefit from a better understanding of the importance and implications of tourism development and activities.

Tourism Studies provides the opportunity for students to link concrete and psychomotor learning with abstract, cognitive levels of learning. By developing basic and career-specific knowledge, skills and attitudes, students will have the flexibility to adapt to a variety of situations. They will meet the challenges of their personal and work lives and will further educational goals with increased ability and confidence. Students will develop tourism knowledge, skills and attitudes in the context of self, family, society and the workplace.

Within the philosophy of Career and Technology Studies, *students* in Tourism Studies *will*:

- demonstrate an appreciation for Alberta's cultural and environmental heritage, and explain the importance of protecting and preserving them for future generations
- explain the development of the tourism industry in Alberta and its impact on the province's present and future economic, social and environmental well-being
- demonstrate pride in the local community and in Alberta by studying, promoting and participating in tourism activities
- describe the importance of tourism activities for promoting greater understanding and respect for cultures and individual differences
- exhibit the knowledge, skills and attitudes of quality guest service and hospitality, which are applicable to personal, community and career roles
- use organizational and resource management skills, applicable to personal and career roles, by planning and facilitating real or simulated tourism events in the school and community
- demonstrate individual responsibility, self-management and self-esteem through a variety of practical, relevant learning activities
- use creative thinking skills, including problem solving, decision making, idea generation, synthesis and ability to predict outcomes
- access, interpret and evaluate tourism information, and communicate this information using a variety of methods
- use interpersonal skills, including teamwork and leadership, through a wide range of group and class activities that have practical tourism industry application and more general social and citizenship value
- demonstrate knowledge and understanding of the scope of occupations and career paths in the tourism industry, including small business and entrepreneurship, and demonstrate knowledge and understanding of industry standards.

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STRAND ORGANIZATION

THEMES

Modules in Tourism Studies have been grouped into five themes, which represent sectors of the tourism industry:

- nature of the industry
- food
- accommodation
- travel
- attractions.

The Nature of the Industry theme provides students with essential background information about tourism. One module, Quality Guest Service, offers certification opportunities.

The Food theme contains modules related to the food and beverage sector of the tourism industry, essentially dealing with "front of the house" or service activities in food establishments.

The Accommodation theme contains modules related to the accommodation sector of the tourism industry, which ranges from five-star hotels to bed-and-breakfast and campground operations.

The Travel theme includes the retail travel sector, travel information services and tourism geography.

The Attractions theme encompasses natural attractions (e.g., mountains, lakes and parks), man-made attractions (festivals, museums and theme parks) and recreation areas.

CONCEPTS/LEVELS

As with other CTS curricula, the Tourism Studies curriculum is organized into three levels of learning: introductory, intermediate and advanced.

Each level of Tourism Studies has major concepts on which modules have been developed. The concepts developed at the introductory level are:

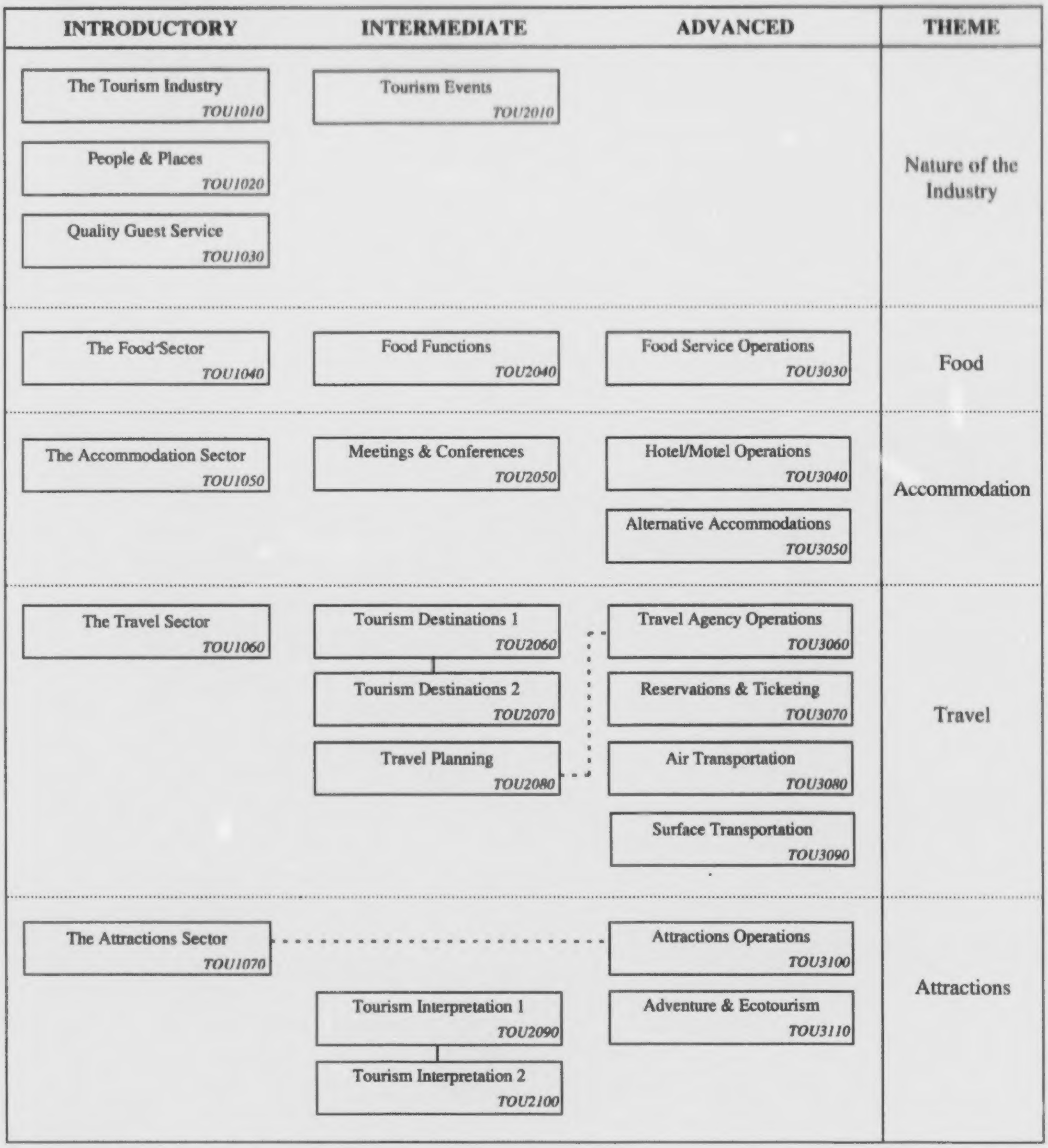
- the organizational structure of the tourism industry
- local and regional tourism attractions and ventures
- appreciation and preservation of the environment
- appreciation of cultural diversity
- quality guest service
- ensuring safety and security of the guest
- career opportunities.

The concepts developed at the intermediate level are:

- planning, organizing and facilitating tourism events
- managing resources
- developing research skills
- participating as a team member
- presentation and communication skills.

The concepts developed at the advanced level are:

- basic business and promotion in tourism
- designing service standards and strategies
- creating marketing and venture plans
- employment and business opportunities and entrepreneurship
- tourism development plans.



INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
The Tourism Industry *TOU1010*	Tourism Events *TOU2010*		Nature of the Industry
People & Places *TOU1020*			
Quality Guest Service *TOU1030*			
The Food Sector *TOU1040*	Food Functions *TOU2040*	Food Service Operations *TOU3030*	Food
The Accommodation Sector *TOU1050*	Meetings & Conferences *TOU2050*	Hotel/Motel Operations *TOU3040*	Accommodation
		Alternative Accommodations *TOU3050*	
The Travel Sector *TOU1060*	Tourism Destinations 1 *TOU2060*	Travel Agency Operations *TOU3060*	Travel
	Tourism Destinations 2 *TOU2070*	Reservations & Ticketing *TOU3070*	
	Travel Planning *TOU2080*	Air Transportation *TOU3080*	
		Surface Transportation *TOU3090*	
The Attractions Sector *TOU1070*		Attractions Operations *TOU3100*	Attractions
	Tourism Interpretation 1 *TOU2090*	Adventure & Ecotourism *TOU3110*	
	Tourism Interpretation 2 *TOU2100*		

—— Prerequisite

. . . . Recommended sequence

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MODULE DESCRIPTIONS

Module TOU1010: The Tourism Industry
Students analyze the organizational structure of the tourism industry at local and provincial levels, and investigate employment opportunities in tourism.

Module TOU1020: People & Places
Students design strategies for maintaining and enhancing the well-being of tourists, including individuals and groups, such as families. Students also design strategies for preserving the cultural and environmental heritage of a tourism area.

Module TOU1030: Quality Guest Service
Students demonstrate the knowledge, skills and attitudes of quality guest service, including hospitality, effective communication and workplace safety.

Module TOU1040: The Food Sector
Students evaluate food service establishments, explain basic food-handling principles, demonstrate satisfactory food service skills and adapt service standards to meet the needs of guests.

Module TOU1050: The Accommodation Sector
Students research accommodation options available, discuss basic principles of the accommodations industry, and develop service strategies for handling individual guest requirements.

Module TOU1060: The Travel Sector
Students research a variety of travel services, demonstrate basic travel information and promotion skills, and investigate career opportunities in providing travel information.

Module TOU1070: The Attractions Sector
Students analyze and compare the natural, cultural and recreational attractions available in Alberta, develop strategies to maintain the well-being of guests, and investigate employment opportunities in the attractions sector.

Module TOU2010: Tourism Events
Students plan, organize, facilitate and evaluate a tourism event in the school or community.

Module TOU2040: Food Functions
Students demonstrate the knowledge and skills of serving food for a food function that they have planned in order to meet the needs of a client.

Module TOU2050: Meetings & Conferences
Students develop a meeting plan, facilitate and evaluate the success of the meeting plan, and investigate career opportunities in meeting and conference planning.

Module TOU2060: Tourism Destinations 1
Students demonstrate knowledge of world tourism geography, by presenting travel information about North America and at least one other world region.

Module TOU2070: Tourism Destinations 2
Students demonstrate knowledge of world tourism geography, by presenting travel information about at least four major tourism regions of the world.

Module TOU2080: Travel Planning
Students create and evaluate an Alberta tour package and an international travel package, including itinerary, tour and attractions information, and traveller information.

Module TOU2090: Tourism Interpretation 1
Students evaluate the different types of interpretive media and demonstrate the basic skills of an information attendant, by conducting an interpretation program for a tourism activity.

Module TOU2100: Tourism Interpretation 2
Students create, implement and evaluate interpretation programs for conducted and nonconducted activities. Students also demonstrate the skills of an effective leader in a conducted activity.

Module TOU3030: Food Service Operations
Students relate trends and issues in food service to industry activity, design food service strategies, and present a marketing or venture plan for a food service business.

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Module TOU3040: Hotel/Motel Operations
Students demonstrate correct check-in and check-out procedures, research the organization of a large hotel, analyze hotel marketing strategies, and present a marketing plan for a hotel department.

Module TOU3050: Alternative Accommodations
Students research and discuss issues related to alternative accommodations, develop a service strategy and standards, and present a marketing or venture plan for an alternative accommodation business.

Module TOU3060: Travel Agency Operations
Students research the operation of a travel agency and the role and work activities of a travel agent. Students also present a marketing plan for a travel agency.

Module TOU3070: Reservations & Ticketing
Students process travel reservations, using a computer reservation system, develop an itinerary, and provide the traveller with information related to the itinerary/destination.

Module TOU3080: Air Transportation
Students research and report on the organization and operation of a major airline. Students also present a marketing plan for an airline.

Module TOU3090: Surface Transportation
Students research the business operations and career opportunities of the rail, motor coach, auto and cruise travel industries. Students also present a variety of marketing strategies for a transportation industry.

Module TOU3100: Attractions Operations
Students analyze the economic, social, cultural and environmental impact of attractions operations. Students also present a marketing plan for an attractions development.

Module TOU3110: Adventure & Ecotourism
Students analyze the economic, social and environmental factors that influence the development plan for an adventure or ecotourism venture. Students also compare management issues for different types of recreation areas.

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SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Tourism Studies strand, or the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from other CTS strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider:

- prerequisite(s)
- supporting module(s) (other CTS modules that may enhance the learning opportunity if offered with the module)
- module parameters
  - instructional qualifications, if specialized
  - equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and are within each module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 12) for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following modules in Tourism Studies:

- The Food Sector
- The Travel Sector.

PLANNING FOR TOURISM STUDIES

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Tourism Studies strand.

Selecting Modules

The scope and sequence chart in Section B provides an overview of the Tourism Studies modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Tourism Studies is intended for senior high school students, although it is possible for junior high students to access the introductory level module.

At each level, students should take the modules in the content focus area, Nature of the Industry, and one, two or three modules from the four specialized areas depending on the number of credits to be earned. Students may choose modules from one specialization or may widen their experience by choosing modules from related specializations.

It is very likely that the course sequence will be modified often to capitalize on linkage opportunities (e.g., local tourism events) and to meet the differing interests of students.

There are no specific facility requirements for any of the Tourism Studies modules except for TOU2040 Food Functions, which requires access to food preparation facilities.

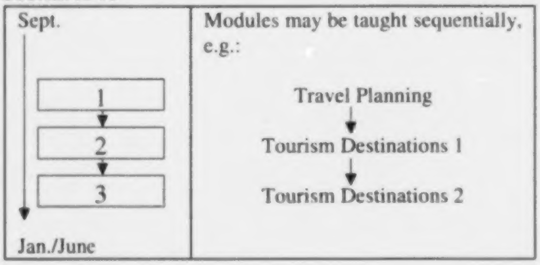
No specific equipment is required for any other modules. A computer would enhance the delivery of several modules.

Tourism teachers may come from a variety of backgrounds: Business, Social Studies, Natural Resources, Home Economics or Second Languages. The common qualification is the desire to provide quality service and to be flexible and adaptable. Teachers offering the module TOU1030 Quality Guest Service, and who wish to offer their students the opportunity to be awarded industry-recognized ALBERTA BEST Student Certificates, must be registered ALBERTA BEST Student Trainers. Training information can be obtained from the Alberta Tourism Education Council. (See Section I, Learning Resources, Distributor Directory for address and telephone number.)

Organizing for Learning

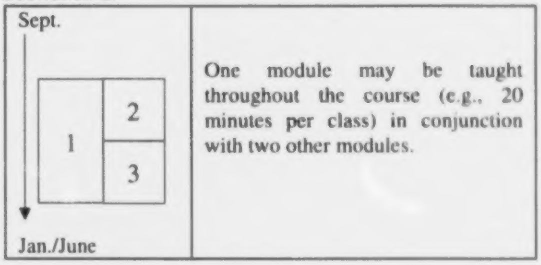
Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide).

Scenario A



Modules may be taught sequentially, e.g.:

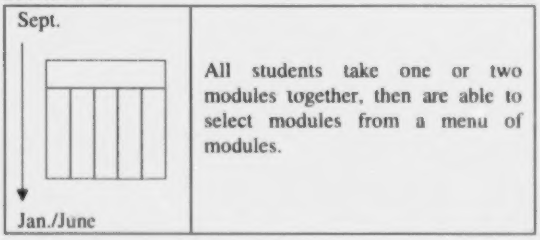
Scenario B



One module may be taught throughout the course (e.g., 20 minutes per class) in conjunction with two other modules.

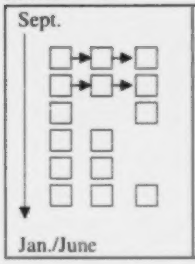
Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



All students take one or two modules together, then are able to select modules from a menu of modules.

Scenario D



From a list of modules defined by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.

Identifying Linkages

Section H of this Guide describes linkages within CTS and with core and complementary programs.

Note that project modules from the Career Transitions strand may be combined with modules from Tourism Studies to provide increased opportunity for students to develop expertise and refine their competencies. Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

Improving Smooth Transitions to the Workplace and/or Related Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Tourism Studies.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module TOU1010: The Tourism Industry D.3
Module TOU1020: People & Places D.7
Module TOU1030: Quality Guest Service D.11
Module TOU1040: The Food Sector D.15
Module TOU1050: The Accommodation Sector D.19
Module TOU1060: The Travel Sector D.23
Module TOU1070: The Attractions Sector D.27

MODULE TOU1010: THE TOURISM INDUSTRY

Level: Introductory

Theme: Nature of the Industry

Prerequisite: None

Module Description: Students analyze the organizational structure of the tourism industry at local and provincial levels, and investigate employment opportunities in tourism.

Module Parameters: No specialized equipment or facilities.
Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the role of business, organizations, labour and government agencies in the tourism industry • assess the effect different travel motivators have on industry activity	• a written, oral and/or visual **presentation** demonstrating knowledge of the tourism industry (including terms), its organizational structure, tourism destination regions, travel motivators, travel trends and history of the industry. *Assessment Tool* *Presentations/Reports, TOU1010–1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	40
• evaluate local tourism ventures and promotion strategies used to attract visitors • identify employment opportunities in the tourism industry	• a **problem-solving task** in which the student evaluates a local tourism venture and the promotion strategies used to attract visitors. *Assessment Tool* *Problem Solving, TOU1010–2* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	30

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MODULE TOU1010: THE TOURISM INDUSTRY (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a career research **project** in which the student explores at least two occupations in the tourism industry and investigates job profile, wages, education and training, potential for employment and his or her personal reaction to the occupation. *Assessment Tool* *Research Process: Career Research Project TOU1010–3* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	30
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Structure of the Industry	• define the terms *tourism* and *tourist* • describe the different sectors of the industry and the infrastructure that connects them • describe the organizational structure of the tourism industry and explain the role of: – government – tourism destination regions – industry associations – local associations – private-sector operations.	Problem-solving task may be broken into smaller assignments; final report should include tourism destination region, description of the venture, physical condition of the site, advantages and disadvantages, visitor appeal, evaluation and promotional strategies.

MODULE TOU1010: THE TOURISM INDUSTRY (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Travel Motivators	• compare the history and development of tourism in Canada with that of other countries • describe and discuss the various visitor characteristics including: – geographic – demographic – psychographic – socioeconomic • describe various motivating factors for travel • describe tourism statistics and describe travel trends • list and explain various societal and/or political factors that influence industry activity including: – family structures – lifestyle – attitudes and values.	
Local Tourism	• name various local or regional tourism destinations and facilities • report on local tourism facilities and services in different sectors of the industry • describe the social and economic impacts of tourism • describe the positive and negative benefits of a prosperous tourism industry • describe a variety of strategies used to promote local tourism • identify additional strategies to promote local tourism.	

MODULE TOU1010: THE TOURISM INDUSTRY (continued)

Concept	Specific Learner Expectations	Notes
Employment Opportunities	*The student should:* • research a variety of occupations in different sectors of the tourism industry • describe the role that training and further education play in employment prospects and advancement • describe personal characteristics and skills needed to be successful in selected tourism careers • relate personal interests, values, goals, aptitudes and abilities to tourism career opportunities.	Emphasis on career investigation will be higher in a 3-credit course. In 4- or 5-credit courses students will have other opportunities to investigate careers.

MODULE TOU1020: PEOPLE & PLACES

Level: Introductory

Theme: Nature of the Industry

Prerequisite: None

Module Description: Students design strategies for maintaining and enhancing the well-being of tourists, including individuals and groups, such as families. Students also design strategies for preserving the cultural and environmental heritage of a tourism area.

Module Parameters: No specialized equipment or facilities.
Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **analyze the cultural and environmental impact of tourism on tourism destinations** • **identify strategies for preserving the cultural and environmental heritage of Alberta** • **describe how tourism can promote acceptance and understanding among cultures** • **describe strategies used in the industry for maintaining and enhancing the well-being of tourists**	*Assessment of student achievement should be based on:* • a written, oral and/or visual **presentation** demonstrating knowledge of the tourism destinations including environmentally sensitive regions, impact of tourism, strategies for preserving environmental and cultural heritage, and strategies for maintaining and enhancing the well-being of tourists. *Assessment Tool* *Presentations/Reports, TOU1020–1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	40
	• a **problem-solving task** in which the student proposes strategies for meeting a variety of special requirements of people. *Assessment Tool* *Problem Solving, TOU1020–2* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	40

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MODULE TOU1020: PEOPLE & PLACES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a research **project** that describes a personal awareness of how tourism promotes understanding and acceptance of cultural diversity. *Assessment Tool* *Research Process: Career Research Project, TOU1020–3* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Tourism Affecting the Environment	• research a variety of environmental areas in Alberta • identify and compare environmentally sensitive regions in Alberta • analyze the positive and negative effects of tourism on the environment • name governing bodies and discuss legislation designed to conserve the environment • describe specific situations in which the environment is affected by tourism • describe strategies used by tourism enterprises that conserve the environment • identify tourism strategies for conserving the environment.	

Concept	Specific Learner Expectations	Notes
Tourism Affecting Culture	*The student should:* • research Alberta's cultural heritage including: – historic – ethnic – artistic • analyze the positive and negative effects of tourism on culture • describe tourism activities that promote and preserve culture • list and describe tourism activities and facilities that promote greater cultural understanding and exchange • propose a tourism activity that will promote local and/or regional cultural awareness.	
Concern for the Well-being of People	• describe the range of requirements individual tourists and groups such as families have which need to be accommodated • describe tourism services and facilities that accommodate a variety of special requirements of people • discuss legislation designed to maintain the well-being of people; e.g., smoking by-laws, noise by-laws, alcohol regulations • evaluate a tourism facility in relation to the variety of special requirements of people • propose solutions for accommodating a variety of special requirements of people: – physical design – procedures/services.	Task should include catering to physical needs, lifestyle needs; and may be done individually or as a group.

MODULE TOU1020: PEOPLE & PLACES (continued)

Concept	Specific Learner Expectations	Notes
Promoting Acceptance and Understanding	*The student should:* • prepare a code of ethics for the tourism industry and the tourist • describe how travel experiences provide opportunities to learn about other people/cultures • compare a variety of visitor impressions of a community/culture based on their travel experiences • describe travel experiences that promote acceptance and understanding of people/cultures.	

MODULE TOU1030: QUALITY GUEST SERVICE

Level: Introductory

Theme: Nature of the Industry

Prerequisite: None

Module Description: Students demonstrate the knowledge, skills and attitudes of quality guest service, including hospitality, effective communication and workplace safety.

Module Parameters: No specialized equipment or facilities.

Note: The student must have access to instruction from an individual with an ALBERTA BEST Trainer credential, if the student is to receive the ALBERTA BEST certificate.

Certification Opportunity: An ALBERTA BEST Student Certificate may be awarded by a registered ALBERTA BEST Trainer. Teachers who wish to qualify as an ALBERTA BEST Student Trainer should contact the Alberta Tourism Education Council (ATEC) in Edmonton for teacher inservice information.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify the importance of providing professional service • demonstrate basic competencies in guest service and hospitality, including maintaining the safety of self and others • demonstrate effective communication and problem-solving skills in dealing with guest concerns • demonstrate a positive attitude toward the guest, and demonstrate a professional team approach	*Assessment of student achievement should be based on:* • a written, oral and/or visual **presentation** demonstrating knowledge of quality guest service, safety equipment, safety procedures, safe work habits, fire safety procedures and basic security procedures. *Assessment Tool* *Presentations/Reports, TOU1030–1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	30
	• teacher **observation** of positive interaction within the learning setting consistent with professional service. *Assessment Tool* *Tourism Studies Quality Guest Service Observation Checklist, TOUQGS* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	30

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MODULE TOU1030: QUALITY GUEST SERVICE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:* • successful **completion** of all requirements in a service-oriented training program (e.g., ALBERTA BEST Student Program) or observation of equivalent communication and problem-solving competencies within the learning setting. *Assessment Tool* *TOUQGS or equivalent* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	40
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Orientation to Quality Guest Service	*The student should:* • describe the role of various agencies (e.g., ATEC) in developing guest service standards • describe the importance of providing quality hospitality and guest service.	ALBERTA BEST certified trainers may use role-play examples from the ALBERTA BEST Manual or you may develop your own.
Guest Expectations and Perceptions	• describe the importance of creating a positive first impression through: – personal appearance – property appearance • analyze and describe examples of house policy regarding guest service • demonstrate professional guest relation skills • identify individual guest requirements and propose appropriate service modifications	The TOUQGS checklist may be used in different ways; e.g., during role-play, across module and across course activities.

MODULE TOU1030: QUALITY GUEST SERVICE (continued)

Concept	Specific Learner Expectations	Notes
Guest Expectations and Perceptions (continued)	*The student should:* • demonstrate skills in interpreting guest needs and ensuring that those needs are met • demonstrate techniques for developing a positive relationship with guests.	
Communicating with Guests	• demonstrate effective communication strategies of: – listening – speaking • demonstrate appropriate skills for communicating with guests of different ages and positions • demonstrate characteristics of a professional attitude through communication and behaviour • predict situations that could develop into problems or guest concerns • outline strategies for dealing effectively with the difficult guest • demonstrate problem-solving techniques for handling guest concerns • demonstrate effective telephone skills: – answering – handling messages – placing calls.	
Safety	• interpret safety regulations for different types of tourism facilities • analyze and describe house policy pertaining to safety: – employee apparel – traffic patterns – clean-up and maintenance – emergency evacuation – emergency illness/injury – waste management.	Safety may be taught in a specific context; e.g., recreational activity; or using a general tourism example. It is important to make students aware of the importance of safety in the tourism industry. This may be done by looking at one or more tourism sites (e.g., hotel with a restaurant) and reviewing the safety policies and procedures.

MODULE TOU1030: QUALITY GUEST SERVICE (continued)

Concept	Specific Learner Expectations	Notes
Professional Team Approach	*The student should:* • describe the ways a variety of employees in the facility promote quality guest service • explain the importance of every employee having high level of knowledge of product and property • describe responsibilities of a professional employee in various guest service situations • describe guest service strategies for creating and maintaining a favourable business reputation.	

MODULE TOU1040: THE FOOD SECTOR

Level: Introductory

Theme: Food

Prerequisite: None

Module Description: Students evaluate food service establishments, explain basic food-handling principles, demonstrate satisfactory food service skills and adapt service standards to meet the needs of guests.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • compare a variety of local food establishments, and identify career opportunities in the food sector • develop satisfactory food service skills	*Assessment of student achievement should be based on:* • a written, oral and/or visual **presentation** demonstrating knowledge of food service equipment, common types of food service, basic components of menus, the role of food service staff, career opportunities and the student's comparison of at least two food establishments. *Assessment Tool* *Presentation/Reports, TOU1040–1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	30

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MODULE TOU1040: THE FOOD SECTOR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• develop standards and criteria for excellent food service, and modify service to meet guest needs	• the **demonstration** of basic food service skills; e.g., table setting, serving food and beverage and table maintenance. *Assessment Tool* *Tourism Studies Food Server Skills Observation Checklist, TOUFSS* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	20
	• a **problem-solving task** in which the student caters to guest needs and wants in a food service context. *Assessment Tool* *Problem Solving, TOU1040–2* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	50
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Introduction to the Food Sector	*The student should:* • list a variety of food establishments available to a visitor • match visitor characteristics with various food establishments • explain the economic importance of the food service industry	

MODULE TOU1040: THE FOOD SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Introduction to the Food Sector (continued)	*The student should:* • describe the role of various food service staff in the front and back of the house: – maitre d' – host/hostess – food and beverage server – wine steward – bus person – banquet captain – chief steward – chef – kitchen helper – banquet manager • identify food service trends and suggest future career opportunities • explain the role of industry training and certification standards in the food sector • research sources of further education and training for employment in the food sector.	
Food Service Procedures	• describe common types of food service and provide examples of when each might be used: – table service: French, Russian, American, English – cafeteria service – buffet service – family service – tray service – fast food • identify food service equipment and tableware • demonstrate correct placement of tableware for American service: – place settings – glasses – salad – beverage – napkin	The performance checklist may be divided into smaller components. All task components must be satisfactorily completed (minimum mark – 50%). Tasks include: • identifying needs and wants • suggesting menu items • adapting service • describing excellent service in that situation.

MODULE TOU1040: THE FOOD SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Food Service Procedures (continued)	*The student should:* • demonstrate satisfactory skills in basic table service and safe food handling including: – greet customer, present menu – pour water – take order – serve courses – serve dessert, coffee • demonstrate satisfactory skills of table maintenance.	The importance of safe food handling should be addressed throughout the module.
Strategies in Food Service	• describe factors that determine the menu structure • explain the categories used in a menu • give examples of a variety of sample meal plans for guests with special requirements • describe service strategies for accommodating individual guest requirements • describe the factors that influence guest satisfaction with the food establishment and service • identify standards and criteria for excellent food service: – seating – cleanliness of dining room – atmosphere – service – food and beverage products – staff professionalism (knowledge and attitude) • evaluate the service and standards of a food service establishment.	

MODULE TOU1050: THE ACCOMMODATION SECTOR

Level: Introductory

Theme: Accommodation

Prerequisite: None

Module Description: Students research accommodation options available, discuss basic principles of the accommodations industry, and develop service strategies for handling individual guest requirements.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the range of accommodations available to travellers in Alberta • develop a basic understanding of business operations in the accommodation sector • describe strategies for meeting individual guest requirements and maintaining the well-being of guests • identify employment opportunities in the accommodation sector	• a written, oral and/or visual **presentation** demonstrating knowledge of the accommodation sector including accommodation options, terms, price structure, regulatory agencies, emergency equipment and procedures, organization of a hotel and guest services. *Assessment Tool* *Presentations/Reports, TOU1050–1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	50
	• a **problem-solving task** in which the student evaluates an accommodation facility from the perspective of a traveller and develops strategies for a facility that accommodates individual guest requirements. *Assessment Tool* *Problem Solving, TOU1050–2* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	30

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	- a career research **project** in which the student researches employment opportunity in the accommodation sector including a job profile, wages, education and training, opportunity for advancement, personal relevance and other topics as identified by the teacher. *Assessment Tool* *Research Process: Career Research Project, TOU1050–3* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	20
- demonstrate basic competencies.	- **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Introduction to the Accommodation Sector	- describe accommodation options available to the traveller	
	- match visitor characteristics with various accommodations	
	- identify various forms of business ownership in the accommodation sector	E.g., franchise, chain, privately owned.
	- list different factors that determine the price structure for accommodation properties	
	- define and explain the importance of: – occupancy rate – average room rate	
	- describe the impact of technology on the accommodation sector	

MODULE TOU1050: THE ACCOMMODATION SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Introduction to the Accommodation Sector (continued)	*The student should:* • describe accommodation trends and propose future opportunities • explain the factors that influence success of accommodation properties.	
Accommodation Regulations	• identify regulatory agencies and explain their role in the accommodation sector • explain regulations pertaining to the accommodation sector • interpret house policies that support industry regulations.	
Safety and Security of the Guest	• evaluate sample house policies pertaining to safety and security of the guest including: – confidentiality – security of valuables • describe procedures and resources available for dealing with common emergencies including: – safety equipment – security personnel – community resources • describe strategies for maintaining the well-being of guests in a range of accommodation facilities.	
Providing Guest Services	• identify the major departments and supervisory personnel in a large hotel • describe the different guest services provided by various accommodation properties • describe the range of guest requirements for: – a business traveller – a vacation traveller – family special needs – pets • identify strategies for accommodating special requirements • report on the daily operations of a local accommodation facility.	Adapt problem-solving task to local community, a specific city or a simulated community. Emphasis is on demonstrating knowledge and designing solutions.

MODULE TOU1050: THE ACCOMMODATION SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Employment Opportunities	*The student should:* • research a variety of occupations in the accommodations sector • prepare a job profile for three occupations in this sector and include: – wages/benefits – duties and tasks of employee – education and training requirements for job entry – opportunity for advancement/entrepreneurship • describe personal characteristics and skills needed to be successful in the accommodations sector • relate personal interests, values, goals, aptitudes and abilities to career opportunities in the accommodations sector • explain the role of industry training and certification standards in the accommodation sector • identify sources of further education and training for employment in the accommodation sector.	

MODULE TOU1060: THE TRAVEL SECTOR

Level: Introductory

Theme: Travel

Prerequisite: None

Module Description: Students research a variety of travel services, demonstrate basic travel information and promotion skills, and investigate career opportunities in providing travel information.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **describe travel services available to the traveller in Alberta** • **develop strategies for addressing visitor inquiries** • **provide basic travel and transportation information to the traveller in Alberta** • **identify employment opportunities in the travel sector**	*Assessment of student achievement should be based on:* • a written, oral and/or visual **presentation** demonstrating knowledge of the tourism travel sector including Alberta tourism destination regions, regulations, travel symbols and conversions. *Assessment Tool* *Presentations/Reports, TOU1060–1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	50
	• a **problem-solving task** in which the student prepares a travel information package for an Alberta tourism area including map, tourism facilities, visitor services, two travel routes and important regulations. Present the package demonstrating satisfactory travel information skills including greeting the visitor, identifying visitor needs, using a map, answering questions, quality guest service and hospitality. *Assessment Tool* *Problem Solving, TOU1060–2* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	30

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MODULE TOU1060: THE TRAVEL SECTOR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a career research **project** in which the student researches employment opportunity in the travel sector including a job profile, wages, education and training, opportunity for advancement, personal relevance and other topics as identified by the teacher. *Assessment Tool* *Research Process: Career Research Project, TOU1060–3* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Introduction to the Travel Sector	• identify the range of agencies and businesses that provide travel services in Alberta • describe the travel services provided by travel agencies, tour operations, transportation companies, travel information centres, and local tourism and convention bureaus • describe travel sector trends • analyze the impact of technology on the travel sector.	

MODULE TOU1060: THE TRAVEL SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Providing Transportation Information	*The student should:* • identify the different modes of transportation and major suppliers of travel in Alberta • interpret different transportation schedules and provide the traveller with accurate information • describe various travel services provided by transportation suppliers • identify local sources of transportation and travel services.	
Tourism Regulations	• identify tourism regulatory agencies and explain their role in the industry • provide basic information about Alberta regulations important to visitors: – fishing regulations – hunting regulations – camping regulations – provincial and national parks regulations – liquor regulations.	
Providing Travel Information	• describe the role of a travel information counsellor in promoting tourism • identify sources of travel information • identify strategies for addressing visitor inquiries • provide visitors with clear, accurate information • provide accurate travel information using a map: – locate and interpret all map symbols and components – calculate distances using a map – plan a travel route using a map • convert distances, speed, temperature and time as requested by the visitor • explain the meaning of common travel symbols.	

Concept	Specific Learner Expectations	Notes
Promoting Travel within Alberta	*The student should:* • identify the six tourism destination regions in Alberta • identify the major tourism attractions within each tourism destination region • locate the tourism destination regions on a map and describe the major attractions in each • describe local and regional attractions to a range of visitors • plan appropriate travel itineraries that will accommodate a range of visitor requirements including: – families – seniors – school groups – special needs – season – budget.	
Employment Opportunities	• research a variety of occupations in the travel sector • prepare a job profile for three occupations in this sector and include: – wages/benefits – duties and tasks of employee – education and training requirements for job entry – opportunity for advancement/entrepreneurship • describe personal characteristics and skills needed to be successful in the travel sector • relate personal interests, values, goals, aptitudes and abilities to career opportunities in the travel sector • explain the role of industry training and certification standards in the travel sector • identify sources of further education and training for employment in the travel sector.	

MODULE TOU1070: THE ATTRACTIONS SECTOR

Level: Introductory

Theme: Attractions

Prerequisite: None

Module Description: Students analyze and compare the natural, cultural and recreational attractions available in Alberta, develop strategies to maintain the well-being of guests, and investigate employment opportunities in the attractions sector.

Module Parameters: No specialized equipment or facilities.
Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe natural, cultural and recreational attractions, and explain their role in the tourism industry • describe the range of visitor activities and services provided at attraction facilities • identify regulations, procedures and strategies for maintaining the well-being of guests in attraction facilities • identify employment opportunities in the attractions sector	*Assessment of student achievement should be based on:* • a written, oral and/or visual **presentation** demonstrating knowledge of the attractions sector including terms, identification of sites, historical development of parks, regulations and organization of an attractions business. *Assessment Tool* *Presentations/Reports, TOU1070–1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	40

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MODULE TOU1070: THE ATTRACTIONS SECTOR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a **problem-solving task** in which the student prepares criteria to evaluate an attraction facility, evaluates the facility for visitor activities and services, and develops strategies for managing visitor impact, accommodating individual guest requirements and maintaining the well-being of guests in an attractions facility. *Assessment Tool* *Problem Solving, TOU1070–2* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	40
	• a career research **project** in which the student researches employment opportunity in the attractions sector including a job profile, wages, education and training, opportunity for advancement, personal relevance and other topics as identified by the teacher. *Assessment Tool* *Research Process: Career Research Project, TOU1070–3* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE TOU1070: THE ATTRACTIONS SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Introduction to the Attractions Sector	*The student should:* • define the term *leisure*, and explain the importance of leisure time in maintaining the well-being of individuals • define the term *travel generators*, and give local and provincial examples of each • define the term *attractions*, and describe the role of attractions in the tourism industry.	
Natural Attractions	• describe the global appeal of natural attractions in Alberta and Canada • identify Alberta's natural attractions on a map and describe them • outline the historical development of Canada's national parks • review the role of national parks and Alberta provincial parks in preserving the environment • explain regulations and describe strategies used to manage visitor impact in parks • analyze the visitor appeal of natural attractions • describe the range of visitor activities and services provided in parks.	
Cultural Attractions	• define the term *cultural attraction*, and identify major provincial and local cultural attractions including: – historic – ethnic – artistic • explain the role of cultural attractions in promoting and preserving culture • analyze the visitor appeal of different cultural attractions • describe the range of visitor activities and services provided by various cultural attractions • describe strategies used to preserve and promote culture through cultural attractions.	Adapt problem-solving task to local community, a specific city or a simulated community. Emphasis is on demonstrating knowledge and designing solutions.

MODULE TOU1070: THE ATTRACTIONS SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Recreation Attractions	*The student should:* • define the term *recreation attraction*, and identify provincial and local recreation attractions • explain the role of recreation attractions in the tourism industry • analyze recreation attraction visitor trends • describe the range of visitor activities and services provided at recreation attraction facilities • explain regulations and describe strategies used to maintain the well-being of visitors at recreation attractions.	
Providing Guest Services	• describe the range of guest services provided by different attraction facilities • identify departments or employees that are responsible for guest services in attractions • describe the role of employees in providing guest services • evaluate the effectiveness of an attraction in meeting the needs and expectations of visitors.	
Employment Opportunities	• research a variety of occupations in the attractions sector; e.g., cultural, historical, natural, recreation, adventure and ecotourism • prepare a job profile for three occupations in this sector and include: – wages/benefits – duties and tasks of employee – education and training requirements for job entry – opportunity for advancement/entrepreneurship • describe personal characteristics and skills needed to be successful in the attractions sector • relate personal interests, values, goals, aptitudes and abilities to career opportunities in the attractions sector	

MODULE TOU1070: THE ATTRACTIONS SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Employment Opportunities (continued)	*The student should:* • explain the role of industry training and certification standards in the natural attractions sector • identify sources of further education and training for employment in the recreation attraction sector.	Adjust career research emphasis according to the number of Tourism modules student is taking.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Tourism Studies.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module TOU2010: Tourism Events E.3
Module TOU2040: Food Functions E.7
Module TOU2050: Meetings & Conferences E.11
Module TOU2060: Tourism Destinations 1 .... E.17
Module TOU2070: Tourism Destinations 2 .... E.21
Module TOU2080: Travel Planning E.25
Module TOU2090: Tourism Interpretation 1 .... E.29
Module TOU2100: Tourism Interpretation 2 .... E.35

MODULE TOU2010: TOURISM EVENTS

Level: Intermediate

Theme: Nature of the Industry

Prerequisite: None

Module Description: Students plan, organize, facilitate and evaluate a tourism event in the school or community.

Module Parameters: No specialized equipment or facilities.
Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe different types of tourism events, and discuss the purposes of such events • develop a project plan for a tourism event in the school or community, and facilitate that event • develop interpersonal skills of teamwork and leadership, by working with others to facilitate an event • evaluate the success of the project plan and tourism event	• a written, oral and/or visual **presentation** demonstrating knowledge of the different types of tourism events and their purposes. *Assessment Tool* *Presentations/Reports, TOU2010–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	10
	• a **portfolio** consisting of: – a project plan for a tourism event (see Specific Learner Expectations [SLEs]) – facilitation of a tourism event – a report (e.g., written, minimum 300 words/oral, 5–10 minutes in length) evaluating the event and making recommendations for future events. *Assessment Tool* *Portfolio Assessment, TOU2010–4* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	80

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MODULE TOU2010: TOURISM EVENTS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on*	
	- **observation** of quality guest service, teamwork and leadership skills throughout the project process. *Assessment Tool* *Tourism Studies Quality Guest Service Observation Checklist, TOUQGS*	10
- demonstrate basic competencies.	- **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Tourism Events	- identify and describe different types of tourism events across sectors of the industry: – foods – travel – accommodation – attractions - describe the purposes of different tourism events from the perspective of participants and organizers - describe a variety of tourism events in the community, including school, and discuss the purposes of these events - analyze school or community needs that could be met with a tourism event and briefly describe a number of different events to meet the need.	A tourism event is interpreted broadly and includes school and community events.

MODULE TOU2010: TOURISM EVENTS (continued)

Concept	Specific Learner Expectations	Notes
Event Planning	*The student should:* • explain the importance of careful planning to the success of an event • describe the importance of teamwork in planning and delivering an event • select a school or community tourism event to fulfill a need and develop a project plan for the event including: – goals – specific objectives – theme – needs and wants of target audience – evaluation plan and criteria • prepare an organizational structure to facilitate the development and staging of an event: – organizing group structure – responsibilities of each member • evaluate and select available resources that support the plan and the event: – facility – expertise of individuals – funding alternatives – community support • prepare an action plan for staging the event: – activities and target dates – budget – program – booking facilities – advertising/invitations – marketing plan – public relations strategies – registration/admission – decorations – contingency plan – individual needs of participants – safety and security.	The student should be able to work with other students, teachers, industry members and the public to achieve the goals of the event.

MODULE TOU2010: TOURISM EVENTS (continued)

Concept	Specific Learner Expectations	Notes
Staging Events	*The student should:* • organize and deliver the tourism event in the school or community using the project plan • demonstrate responsibility, problem-solving and decision-making skills in planning and delivering an event • evaluate the success of the tourism event from the perspective of participants and organizers • prepare a summary report of the event including evaluation and recommendations for future events.	

MODULE TOU2040: FOOD FUNCTIONS

Level: Intermediate

Theme: Food

Prerequisite: None

Module Description: Students demonstrate the knowledge and skills of serving food for a food function that they have planned in order to meet the needs of a client.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate knowledge of menu and banquet terms and of food safety	• a minimum achievement of 65% on a **test** designed to evaluate the student's knowledge of menu and banquet terms and food safety	10
• develop a menu and a function plan to meet the needs of a client	• a **portfolio** consisting of a function plan that includes: – the occasion, number of people – seating arrangements, protocol – individual requirements – theme, menu – service and table setting – time plan, budget – evaluation criteria. *Assessment Tool* *Portfolio Assessment, TOU2040–4* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	70

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• facilitate the food function, and evaluate the success of the function plan	• **observation** of responsibility, problem-solving and decision-making skills and quality guest service during the event. *Assessment Tool* *Tourism Studies General Observation Checklist, TOUGOC* *Tourism Studies Quality Guest Service Observation Checklist, TOUQGS* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Food Sanitation and Hygiene	• identify potentially dangerous foods by their composition • distinguish between the main types of micro-organisms, describe their source, and explain the conditions necessary for them to reproduce • distinguish between harmful and harmless micro-organisms • list the common causes of food-borne illnesses and the characteristics of each • explain and demonstrate procedures to prevent and control the incidence of food-borne illnesses • describe the implementation of quality food assurance programs.	**Note**: Specific learner expectations in Food Sanitation and Hygiene are consistent with the Alberta Health, Food, Sanitation and Hygiene Education Program.

MODULE TOU2040: FOOD FUNCTIONS (continued)

Concept	Specific Learner Expectations	Notes
Serving Food Safely	*The student should:* • demonstrate procedures for handling and protecting tableware • demonstrate procedures for protecting tables, counters and linens • demonstrate knowledge of temperature requirements in serving food safely • demonstrate knowledge of safe food service procedures.	
Planning Food Functions	• define the term *function* as used in the food service industry, and develop an awareness of the range of events included • explain the importance of excellent food and food service to the overall success of tourism events • list and describe different components of function menus • define common menu terminology including: – cooking terms; e.g., sauté – sauce terms; e.g., hollandaise – seasonings; e.g., saffron – preparation terms; e.g., florentine – meat cuts; e.g., tenderloin • describe factors to consider when planning a function menu for a client: – theme – cost – time – number of people – individual requirements – variety	

Concept	Specific Learner Expectations	Notes
Planning Food Functions (continued)	*The student should:* • describe factors that determine the cost of different menu items: – type of service – availability of food items – preparation method – food costing (recipe portions) • list the information required in developing a function plan • design the table settings and develop equipment lists for the menus and service selected • explain seating arrangements and protocol used at formal functions • prepare a number of menu alternatives for a client with a particular need • prepare the function plan for a client's chosen menu • identify criteria for evaluating a function from the perspective of participants and organizers.	

MODULE TOU2050: MEETINGS & CONFERENCES

Level: Intermediate

Theme: Accommodation

Prerequisite: None

Module Description: Students develop a meeting plan, facilitate and evaluate the success of the meeting plan, and investigate career opportunities in meeting and conference planning.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• explain the importance of the meeting and conference business • develop an understanding of the process of meeting and conference planning	• a written, oral and/or visual **presentation** demonstrating knowledge of the meeting and convention business. *Assessment Tool* *Presentations/Reports, TOU2050–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	10
• develop a meeting plan, facilitate the meeting and evaluate its success	• a conference **portfolio** consisting of: – a project plan for a conference (or three meetings) (see SLEs) – facilitation of a meeting – a report (e.g., written, minimum 300 words/oral, 5–10 minutes in length) evaluating the event and making recommendations for future events. *Assessment Tool* *Portfolio Assessment, TOU2050–4* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	60

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify employment opportunities in conference planning	• **observation** of responsibility, problem-solving and decision-making skills and quality guest service during the event. *Assessment Tool* *Tourism Studies General Observation Checklist, TOUGOC* *Tourism Studies Quality Guest Service Observation Checklist, TOUQGS* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	10
	• a career research **project** in which the student researches employment opportunity in the convention planning sector including a job profile, wages, education and training, opportunity for advancement, personal relevance and other topics as identified by the teacher. *Assessment Tool* *Research Process: Career Research Project, TOU2050–3* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE TOU2050: MEETINGS & CONFERENCES (continued)

Concept	Specific Learner Expectations	Notes
Meeting and Convention Business	*The student should:* • explain why meetings and conventions are an important part of the tourism industry • list various organizations/groups that hold meetings and describe different types of meetings • describe how meetings are planned and how different sectors of the industry are involved in planning • list meeting and convention facilities available locally, provincially and nationally • explain how organizational goals will influence site selection • explain how the needs and expectations of participants will influence site selection • prepare a promotional presentation or print package to market a meeting site to a group.	
Meeting and Convention Planning	• explain the importance of careful planning to the success of a meeting • select a school or community meeting and develop a meeting plan including the following components: – purpose of the meeting – subject or theme for the meeting – target group – scope of event (closed, open, public, national) – official name for the event and date – organizing group or leader – number of participants – organizing group responsibilities • list, evaluate and select necessary resources to support the meeting including: – proposed budget – facility – transportation – accommodation – food service – entertainment	The student should be able to work with other students, teachers, industry members and the public to achieve the goals of the event.

Concept	Specific Learner Expectations	Notes
Meeting and Convention Planning (continued)	*The student should:* – companion activities – individual needs of participants – safety and security • prepare an agenda or program for the meeting: – program or outline – topics and speakers – coffee breaks and meals – entertainment/social opportunities • prepare a marketing plan for the meeting: – target group – registration materials – advertising – sponsors – promotion/public relations • prepare a meeting plan for the organizers including: – registration of participants – room arrangement – audio-visual equipment and meeting materials – food and beverage service – schedule • prepare a finalized budget for the meeting • organize and facilitate the meeting using the plan developed • prepare criteria for evaluating the success of a meeting from the perspective of the participants and organizers • demonstrate responsibility, the skills of problem solving and decision making, and standards of quality guest service in facilitating the event.	

MODULE TOU2050: MEETINGS & CONFERENCES (continued)

Concept	Specific Learner Expectations	Notes
Employment Opportunities	*The student should:* • research employment opportunities in the area of meeting and convention planning at different levels • research sources of further education and training for employment in the area of meeting and convention planning • identify personal characteristics and skills needed to be successful in a meeting and convention planning career • relate personal values, interests and abilities to an employment opportunity in the area of convention planning.	

MODULE TOU2060: TOURISM DESTINATIONS 1

Level: Intermediate

Theme: Travel

Prerequisite: None

Module Description: Students demonstrate knowledge of world tourism geography, by presenting travel information about North America and at least one other world region.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• present knowledge of the basic geographical features of the world • present specific knowledge of the physical geography, culture and economy of selected tourism destinations • identify travel patterns in the world and how they are influenced	• a written, oral and/or visual **presentation** demonstrating knowledge of the tourism destinations including basic terms, map reading, world geographical features, climatic regions, geographic regions and tourism geography of North America and at least one other world region, travel motivators and travel patterns. *Assessment Tool* *Presentations/Reports, TOU2060–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	20
• develop knowledge and awareness of the major attractions and regions of North America, and practise communicating this information to others	• a **problem-solving task** in which the student prepares and presents a travel information package to meet a client's needs for a North American destination. *Assessment Tool* *Problem Solving, TOU2060–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	40

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	- a **problem-solving task** in which the student prepares and presents a travel information package to meet a client's needs for a destination outside North America. *Assessment Tool* *Problem Solving, TOU2060–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	40
- demonstrate basic competencies.	- **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
World Geography	- explain reasons why people travel and the relationship between these and world geography - define and correctly use basic terms used in geography including: – latitude – longitude – meridians – hemisphere – continents - locate on a map the continents, major bodies of water and tourism regions of the world - apply knowledge of time zones to calculate the corresponding time for major centres in the world - describe the characteristics of five major climatic regions and locate them on a world map - describe characteristics of major geographic regions and locate them on a world map - define the term cultural geography and describe how the culture of a region influences tourism.	

MODULE TOU2060: TOURISM DESTINATIONS 1 (continued)

Concept	Specific Learner Expectations	Notes
Travel Patterns	*The student should:* • explain demographic factors that influence travel • describe the factors that influence travel patterns • describe the positive and negative impacts of tourism on the host nation including: – financial – cultural – environmental.	
Tourism Regions	• demonstrate basic tourism geography knowledge of North America and two other regions selected from the list below: – Central America and the Caribbean – South America – Europe – Eastern Europe – Mediterranean and the Middle East – Africa – Asia – East Asia – Australia – South Pacific • describe the major geographical features of the tourism region including: – climate – landforms – culture (language, religion, race) – political system – economic development • describe the major tourism characteristics of the region that are important to the traveller including: – food – festivals – customs • list, locate on a map and describe the major tourism destinations and attractions in the region • research regional destinations and attractions to match with visitor expectations.	

MODULE TOU2060: TOURISM DESTINATIONS 1 (continued)

Concept	Specific Learner Expectations	Notes
Providing World Travel Information	*The student should:* • create and present travel promotion packages to meet a client's needs including: – needs or desires of the client – three possible world destinations – travel information for each destination including: • destinations/attractions • climate • geography • culture • other important travel information.	

MODULE TOU2070: TOURISM DESTINATIONS 2

Level:	Intermediate
Theme:	Travel
Prerequisite:	TOU2060 Tourism Destinations 1
Module Description:	Students demonstrate knowledge of world tourism geography, by presenting travel information about at least four major tourism regions of the world.
Module Parameters:	No specialized equipment or facilities. **Note:** It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• present specific knowledge of the physical geography, culture and economy of selected tourism destinations • demonstrate basic research skills, transferable to travel counselling activities • communicate, in travel counsellor situations, information about the major attractions and regions of the world	• a written, oral and/or visual **presentation** demonstrating knowledge of four world tourism regions including geographical features, cultural characteristics (e.g., food, festivals, customs), economy and tourism attractions. *Assessment Tool* *Presentations/Reports, TOU2070–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	30
	• a **problem-solving task** in which the student prepares and presents a travel information package to meet three separate clients' needs; e.g., senior, family with children, business person, for destinations outside North America. *Assessment Tool* *Problem Solving, TOU2070–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	70

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MODULE TOU2070: TOURISM DESTINATIONS 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Tourism Regions	*The student should:* • describe at least four major tourism regions of the world listed below: – Central America and the Caribbean – South America – Europe – Eastern Europe – Mediterranean and the Middle East – Africa – Asia – East Asia – Australia – South Pacific • describe the major geographical features of the tourism region including: – climate – landforms – culture (language, religion, race) – political system – economic development • describe the major tourism characteristics of the region that are important to the traveller including: – food – festivals – customs • list, locate on a map and describe the major tourism destinations and attractions in the region • demonstrate research skills by proposing regional destinations and attractions to match with visitor expectations.	

MODULE TOU2070: TOURISM DESTINATIONS 2 (continued)

Concept	Specific Learner Expectations	Notes
Providing World Travel Information	*The student should:* • create and present travel promotion packages to meet a client's needs including: – needs or desires of the client – three possible world destinations – travel information for each destination including: • destinations/attractions • climate • geography • culture • other important travel information.	Problem-solving tasks should encourage the student to make complex decisions depending on the client's special requirements.

MODULE TOU2080: TRAVEL PLANNING

Level: Intermediate

Theme: Travel

Prerequisite: None

Module Description: Students create and evaluate an Alberta tour package and an international travel package, including itinerary, tour and attractions information, and traveller information.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the range of travel planning activities, from day trips to escorted group tours • describe how an itinerary is organized and describe what goes into one • prepare itineraries to meet the needs of various clients • identify employment opportunities in travel planning	• a written, oral and/or visual **presentation** demonstrating knowledge of travel plans, travel planning factors (provincial and international) different types of travel plans and preparation of a basic itinerary. *Assessment Tool* *Presentations/Reports, TOU2080–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	20
	• a **problem-solving task** in which the student prepares and presents one Alberta travel or tour package and one international travel package to meet the needs of a client. *Assessment Tool* *Problem Solving, TOU2080–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	60

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MODULE TOU2080: TRAVEL PLANNING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	- a career research **project** in which the student researches employment opportunity in the travel planning sector including a job profile, wages, education and training, opportunity for advancement, personal relevance and other topics as identified by the teacher. *Assessment Tool* *Research Process: Career Research Project, TOU2080–3* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	20
- demonstrate basic competencies.	- **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Travel Planning	- describe the advantages and disadvantages of commercial travel planning and tour packages - list various agencies that provide travel planning services in the community - describe the different types of travel plans and tours available to the traveller: – trip plans – day trips – site tours – foreign independent tours – inclusive tour charters – special-interest group tours.	

MODULE TOU2080: TRAVEL PLANNING (continued)

Concept	Specific Learner Expectations	Notes
Alberta Travel Planning	*The student should:* • list the different components of a complete package tour • list the factors that a travel planner will consider when planning a tour including: – age, needs and desires of client – budget – season – time/distance – accommodation – attractions – geography • describe the factors that influence customer satisfaction with different travel plans and tours • describe strategies travel planners use to ensure customer satisfaction • plan a tour of the community complete with advertising brochure and commentary • create Alberta travel packages, including itineraries, to meet the needs of various clients including: – families – seniors – school groups – special needs – season – budget • identify criteria to evaluate travel plans and tours.	Student must complete one Alberta AND one international tour package.

MODULE TOU2080: TRAVEL PLANNING (continued)

Concept	Specific Learner Expectations	Notes
International Travel Planning	*The student should:* • demonstrate research skills necessary for using travel information sources • explain the requirements for international travel to selected destinations • prepare an international travel package, including itineraries, to meet the needs of various clients including: – families – seniors – school groups – special needs – season – budget • research and provide information about tours and attractions available for travellers to specific international destinations • identify criteria to evaluate an international travel package • describe the advantages and disadvantages to the traveller of: – flight insurance – accident/health insurance – baggage and personal possession insurance – trip cancellation insurance.	Student must complete one Alberta AND one international tour package.
Employment Opportunities	• research employment opportunities in the area of travel planning at different levels • research sources of further education and training for employment in the travel planning field • identify personal characteristics and professional skills needed to be successful in a travel planning career such as a travel consultant, tour guide, visitor and information counsellor • relate personal values, goals, interest and abilities to an employment opportunity in travel planning.	

MODULE TOU2090: TOURISM INTERPRETATION 1

Level: Intermediate

Theme: Attractions

Prerequisite: None

Module Description: Students evaluate the different types of interpretive media and demonstrate the basic skills of an information attendant, by conducting an interpretation program for a tourism activity.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• define the term "interpretation", and describe opportunities for interpretation activities within the region • list different interpretive media, and identify the factors that influence media selection/use	• a written, oral and/or visual **presentation** demonstrating knowledge of the term interpretation, different interpretive media and their applications, the duties of an information attendant and the opportunities for interpretation activities within the region. *Assessment Tool* *Presentations/Reports, TOU2090–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	20
• develop an interpretation program for a tourism activity • describe the duties of an information attendant, and practise the basic skills of information duty	• a **problem-solving task** in which the student creates an interpretation program for a conducted tourism activity and implements and evaluates the activity. It will be presented in a portfolio consisting of: – the interpretation program – goals and objectives – selection of activities – marketing and promotion – evaluation strategies – summary report including recommendations.	60

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:* *Assessment Tool* *Problem Solving, TOU2090–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	
	• the **observation** of the student's use of basic communication and guest service skills as an information attendant in an interpretation situation. *Assessment Tool* *Tourism Studies General Observation Checklist, TOUGOC* *Tourism Studies Quality Guest Service Observation Checklist, TOUQGS* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Defining Interpretation	• define the term *interpretation*, and state the three goals of interpretation: – increase visitor awareness, appreciation and understanding – accomplish management goals of thoughtful use and minimal visitor impact – promote visitor understanding of the host agency • describe the benefits of interpretation from the perspective of a visitor	Focus is on what is *interpretation*.

MODULE TOU2090: TOURISM INTERPRETATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Defining Interpretation (continued)	*The student should:* • describe how visitor characteristics influence an interpretation program • analyze local tourism opportunities for interpretation in relation to the three goals of interpretation.	
Selecting Interpretive Media	• briefly describe the interpretation activities used in conducted (attended) services: – information attendant – interpretive walk – talks to group – living interpretation and cultural demonstrations • briefly describe the interpretation activities used in nonconducted (unattended) services: – audio-visual devices – written material (signs, labels, publications) – self-guided activities (self-guided trails, self-guided auto tours) – exhibits (indoor/outdoor, passive, interactive) – visitor centres – off-site off-season media (media presentations) – interactive computer • list different types of interpretive media used in conducted (attended) services and nonconducted services • explain the factors that influence media selection in interpretation: – goals of the program – visitor characteristics – desired degree of interaction – visitor safety – visitor traffic (high/low season) – variety – resource protection – media availability and cost – maintenance – weather/location.	Focus is on exploring and using media.

Concept	Specific Learner Expectations	Notes
Interpretation Program Plan	*The student should:* • explain the reasons for developing a detailed interpretation program plan • create an interpretation program plan for a tourism activity including the following steps: – appraisal of need – establishment of goals and objectives – delineation of areas of interest – listing alternative courses of action – gathering information – evaluation of alternatives – selection of alternatives – development of program plan – development of evaluation criteria – promotion of program – implementation of program – evaluation of program – revision/recommendations • implement and evaluate the interpretation program and plan.	
Information Attendant	• list the goals of information attendant • describe the common job activities of an information attendant • describe the personal and professional qualities needed to be a successful information attendant • list the different sites within a destination where information attendants work • demonstrate basic skills of an information attendant: – answering visitor questions – anticipating the visitor needs – initiating a conversation – injecting interpretation into a conversation – handling complaints – giving directions and dispensing information aids	E.g., to provide a pleasant welcome to the visitor and to disseminate information.

Concept	Specific Learner Expectations	Notes
Information Attendant (continued)	*The student should:* • demonstrate effective use of a variety of information aids in interpretation activities: – maps – handouts – relief models – exhibits – bulletin boards • list do's and don'ts for information attendants.	

MODULE TOU2100: TOURISM INTERPRETATION 2

Level: Intermediate

Theme: Attractions

Prerequisite: TOU2090 Tourism Interpretation 1

Module Description: Students create, implement and evaluate interpretation programs for conducted and nonconducted activities. Students also demonstrate the skills of an effective leader in a conducted activity.

Module Parameters: No specialized facilities or equipment.
Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • create, implement and evaluate an interpretation program for a conducted activity • create, implement and evaluate an interpretation program for a nonconducted activity • identify and perform the basic skills of an interpretation leader	*Assessment of student achievement should be based on:* • **a problem-solving task** in which the student creates an interpretation program for **two** activities—**one conducted and one nonconducted**—and implements and evaluates both activities. Each activity will include a portfolio consisting of: – the program plan – the goals and objectives – selection of activities – presentation methods – promotion strategies – evaluation strategies – summary report and recommendations. *Assessment Tool* *Problem Solving, TOU2100-2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	80

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MODULE TOU2100: TOURISM INTERPRETATION 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• the **observation** of the student's use of communication and leadership skills in the conducted interpretation activity. *Assessment Tool* *Tourism Studies General Observation Checklist, TOUGOC* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Conducted Activities	• describe different types of conducted activities used in interpretation: – interpretive skills – guided walks – automobile, bus tours – boat, canoe and raft tours – archaeological and historical sites – cave tours – living history – animation – drama (re-enactment) • identify criteria to evaluate a successful conducted activity	Focus is on implementing and evaluating the interpretation program.

Concept	Specific Learner Expectations	Notes
Conducted Activities (continued)	*The student should:* • create a conducted interpretation activity program including the following steps: – develop an inventory of the area and resources – define the theme – gather the supporting information – outline the program – identify stops, information and duration – closing remarks • implement and evaluate the success of the conducted interpretative program.	
Interpretation Leadership	• demonstrate the skills of an effective leader in a conducted activity: – stay in the lead of the group – establish and maintain group control – face group when talking – provide visibility for all participants – speak loudly and clearly – use teachable moments – incorporate all the senses – set a reasonable pace – maintain the safety of participants (head count, emergencies, dealing with individual requirements) – anticipate and monitor the needs of participants.	
Nonconducted Activities	• list different types of unattended interpretive media and discuss the advantages and disadvantages of each: – audio-visual presentations – exhibits – self-guided trails and tours – interactive media – interpretive publications • explain the function of signs in nonconducted interpretation programs and the characteristics of effective interpretative signs	

Concept	Specific Learner Expectations	Notes
Nonconducted Activities (continued)	*The student should:* • explain the function of interpretive publications and the characteristics of effective interpretive publications • explain the factors to consider when developing self-guided trails and tours and describe the characteristics of an effective self-guided tour • describe the different media that can be used in tourism exhibits and the advantages and disadvantages of each: – narrative panels – three-dimensional exhibits – dioramas – models – interactive exhibits • create an interpretation program plan for a nonconducted service, implement and evaluate the effectiveness of the program.	

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Tourism Studies.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module TOU3030: Food Service Operations F.3
Module TOU3040: Hotel/Motel Operations F.7
Module TOU3050: Alternative Accommodations F.13
Module TOU3060: Travel Agency Operations F.17
Module TOU3070: Reservations & Ticketing F.21
Module TOU3080: Air Transportation F.25
Module TOU3090: Surface Transportation F.29
Module TOU3100: Attractions Operations F.33
Module TOU3110: Adventure & Ecotourism F.37

MODULE TOU3030: FOOD SERVICE OPERATIONS

Level: Advanced

Theme: Food

Prerequisite: None

Module Description: Students relate trends and issues in food service to industry activity, design food service strategies, and present a marketing or venture plan for a food service business.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify trends and issues in food service, and relate these to industry activity • analyze, through research, food service marketing strategies • prepare food service business strategies to satisfy customer expectations • identify and describe various employment and business opportunities in food service	• a **portfolio** that includes: – discussion needs in the food service sector – an analysis of an issue or trend in the food service sector – a marketing plan for a food service business that includes: • a description of the real or simulated business venture • clientele • proposed menu • service strategies and standards. *Assessment Tool* *Portfolio Assessment, TOU3030–4* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	80
	• the completion of a **career/business opportunity report** in which the student discusses, from a personal perspective, various employment and business opportunities in the food service sector. *Assessment Tool* *Research Process: Career Research Project, TOU3030–3* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20

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MODULE TOU3030: FOOD SERVICE OPERATIONS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Trends and Issues in Food Service	*The student should:* • explain the range of food service alternatives available • categorize food service businesses according to type of product and service • explain societal trends and their impact on the food service industry: – health consciousness – time and convenience considerations – leisure time – cultural awareness – disposable income – environmental awareness • research and describe current issues and their impact on the food service industry • describe the impact of technological advances including: – availability of products – new methods of food preservation – preparation methods – environmental impact • identify and analyze food service innovations and their impact on the industry.	

MODULE TOU3030: FOOD SERVICE OPERATIONS (continued)

Concept	Specific Learner Expectations	Notes
Marketing Strategies	*The student should:* • provide examples of different marketing mix strategies used in food service businesses including: – product – price – place – promotion • research and analyze marketing techniques used in the food service industry • explain how the menu is used to communicate to the customer and provide structure to the operation • describe the target market characteristics for a variety of food service businesses including: – geographical – demographical – psychological – behavioural. • prepare a venture plan or a marketing plan for a food service business.	
Customer Expectations	• describe methods used by management to define the needs and expectations of the customer • explain how the needs and expectations of the customers influence different components of the business • analyze and compare the following aspects of two different food service operations: – menu – atmosphere – service – target market – marketing mix • research and describe food service business strategies used to satisfy customer expectations: – service strategy – service standards.	

MODULE TOU3030: FOOD SERVICE OPERATIONS (continued)

Concept	Specific Learner Expectations	Notes
Employment and Business Opportunities	*The student should:* • name and describe the role of provincial food service regulatory agencies • research the different types of businesses in food service and discuss the advantages and disadvantages of each • research and analyze marketing strategies used in food service • research and describe employment and business opportunities in the food service industry.	

MODULE TOU3040: HOTEL/MOTEL OPERATIONS

Level:	Advanced
Theme:	Accommodation
Prerequisite:	None
Module Description:	Students demonstrate correct check-in and check-out procedures, research the organization of a large hotel, analyze hotel marketing strategies, and present a marketing plan for a hotel department.
Module Parameters:	No specialized equipment or facilities. **Note:** It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the organization of a major hotel and the role of key employees • demonstrate correct check-in and check-out procedures commonly performed by front desk staff	• a written, oral and/or visual **presentation** of knowledge of hotel/motel organization and operation including different types of accommodation, major departments in a major hotel and the role and duties of key employees *Assessment Tool* *Presentations/Reports, TOU3040–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
• identify the variety of amenities and services that hotels offer to attract guests/clients • describe a variety of functions handled by a hotel sales department, and develop a marketing plan for a hotel department	• an **analysis** of a hotel/motel regarding its front desk procedures *Assessment Tool* *Problem Solving, TOU3040–2* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20

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MODULE TOU3040: HOTEL/MOTEL OPERATIONS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a **problem-solving** task in which the student investigates and presents the variety of functions performed by a sales department of a hotel or motel	10
	• a **problem-solving** task in which the student investigates the amenities and services offered by a hotel or motel and uses these to prepare and present a marketing plan. *Assessment Tool* *Problem Solving, TOU3040–2* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	30
• identify employment and business opportunities in hotel/motel operations	• the completion of a **career/business opportunity report** in which the student discusses, from a personal perspective, various employment and business opportunities in the accommodation sector. *Assessment Tool* *Research Process: Career/Business Opportunities, TOU3040–3* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Introduction to Accommodation	*The student should:* • describe the differences between various types of accommodation including: – hotel – motor inn – motel – resort – guest house – bed and breakfast – hostel – campground • list the major departments in a large hotel and describe their functions • describe the role and work activities of employees including: – valet – bell captain – front office – housekeeping – engineering – security – switchboard – night auditor – general manager • describe important factors that influence a quality guest experience • explain the various ratings or classification systems used in accommodation promotions.	

Concept	Specific Learner Expectations	Notes
Front Desk Operations	*The student should:* • distinguish between the different types of rooms in a hotel/motel • explain the criteria for room rate structure • explain meal plan categories • explain how reservations are received and processed • define the term *voucher*, and explain the purpose of a voucher • complete reservation, confirmation and registration forms • explain basic security procedures for handling guest valuables, keys, telephone calls, etc. • complete folios and calculate guest bills • describe methods of payment and processing procedures • complete guest check-out forms.	
Hotel Amenities and Services	• list a variety of amenities and services that hotels offer and match these services to visitor needs and wants • analyze hotel selection guides or directories to identify hotel classification, room type, price, meal plan, amenities and services • name the employees who are most responsible for providing these services • describe specific situations or activities that are intended to create a difference for the hotel visitor.	

MODULE TOU3040: HOTEL/MOTEL OPERATIONS (continued)

Concept	Specific Learner Expectations	Notes
Sales and Marketing Department	*The student should:* • describe the role and work activities of employees in the sales department • list a variety of clients and functions handled by the sales department • describe the administrative activities designed to control costs in hotel departments • describe and compare marketing strategies used by hotels to attract clients/visitors • create a marketing plan for a hotel department including: – market research methods – target group description – objectives – description of marketing activities – sample advertising and promotion items – evaluation techniques.	
Employment and Business Opportunities	• research different types of hotels/motels and discuss their similarities and differences • research and analyze marketing strategies used in the accommodations sector • research, provide information and explain employment and business opportunities in the accommodations sector • identify and discuss trends and issues in the hotel/motel industry.	

MODULE TOU3050: ALTERNATIVE ACCOMMODATIONS

Level: Advanced

Theme: Accommodation

Prerequisite: None

Module Description: Students research and discuss issues related to alternative accommodations, develop a service strategy and standards, and present a marketing or venture plan for an alternative accommodation business.

Module Parameters: No specialized equipment or facilities.
Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the types of alternative accommodations available in Alberta, and describe their economic impact on the tourism industry • identify development issues, and establish operating policies and service standards for a selected alternative accommodation	• a written, oral and/or visual **presentation** demonstrating knowledge of alternative accommodations (e.g., bed and breakfast, guest ranch, basic cabin lodge, campground) and issues and development operations policies in this area. *Assessment Tool* *Presentations/Reports, TOU3050–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
• develop a marketing or venture plan for a selected alternative accommodation business • identify employment and business opportunities in alternative accommodations	• a **portfolio** consisting of: – an analysis of three marketing strategies used to promote alternative accommodations – a marketing plan for a selected alternative accommodation, including: • products and services offered • target market (clientele/guest) • pricing strategy • promotion plan • description of real or simulated business.	60

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MODULE TOU3050: ALTERNATIVE ACCOMMODATIONS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:* *Assessment Tool* *Portfolio Assessment, TOU3050–4* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	
	• the completion of a **career/business opportunity report** in which the student discusses, from a personal perspective, various employment and business opportunities in alternative accommodations. *Assessment Tool* *Research Process: Career/Business Opportunities, TOU3050–3* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Introduction to Alternative Accommodations	• define and describe the different types of alternative accommodations available including: – bed and breakfast – guest ranch – country vacation – full-service lodge – basic cabin lodge – camp – campground – transitional camp	

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MODULE TOU3050: ALTERNATIVE ACCOMMODATIONS (continued)

Concept	Specific Learner Expectations	Notes
Introduction to Alternative Accommodations (continued)	*The student should:* • explain the visitor appeal of different types of alternative accommodations • research and describe the economic impact of the privately operated accommodation business in Alberta.	
Planning an Alternative Accommodation Business	• explain the advantages and disadvantages of owning and/or operating an alternative accommodation facility • explain the importance of providing the visitor with a quality experience as an owner and member of the Alberta tourism industry • describe some of the personal issues to be considered before starting the business development process including: – location – time – start-up costs – possible lack of privacy – dealing with guest expectations – liability • research the minimum standards for a selected alternative accommodation facility/venture • describe environmental standards for waste management and energy • explain the procedures for obtaining and the benefits of having approved status in the accommodations guide • name and describe the role of regulatory agencies for alternative accommodation businesses • prepare a marketing plan for a selected alternative accommodation property.	

MODULE TOU3050: ALTERNATIVE ACCOMMODATIONS (continued)

Concept	Specific Learner Expectations	Notes
Alternative Accommodation Operations	*The student should:* • describe common operating policies for alternative accommodation properties including: – rates – deposit/cancellation/refund policy – long distance calls – reservations – deposits/reservation confirmation – tracking reservations • identify a service strategy for a selected alternative accommodation property/venture • identify service standards for a selected alternative accommodation property/venture including: – welcome and check-in – food service – housekeeping – general sanitation – check-out.	
Employment and Business Opportunities	• list and describe the role of industry associations and support agencies for alternative accommodation business owners in the region • research and analyze marketing strategies used by alternative accommodation properties • research and describe employment and business opportunities in alternative accommodations • identify trends and issues in alternative accommodations.	

MODULE TOU3060: TRAVEL AGENCY OPERATIONS

Level: Advanced

Theme: Travel

Prerequisite: None

Module Description: Students research the operation of a travel agency and the role and work activities of a travel agent. Students also present a marketing plan for a travel agency.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Supporting Module: TOU2080 Travel Planning

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• list and describe services provided to clients by different types of travel agencies • describe the relationship between travel agency, client and supplier in the tourism industry • develop a marketing plan for a specialty travel agency	• a written, oral and/or visual **presentation** demonstrating knowledge of travel agency operations including distribution systems, travel trends, types of agencies, travel documentation and regulations. *Assessment Tool* *Presentations/Reports, TOU3060–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
	• a **marketing plan** for a specialty travel agency; including: – products and services offered – target market (clientele/guest) – pricing strategy – promotion plan – description of real or simulated business. *Assessment Tool* *Portfolio Assessment, TOU3060–4* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	60

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • investigate and report on the role and work activities of travel agents • identify employment and business opportunities in retail travel	*Assessment of student achievement should be based on:* • a **career/business opportunity report** in which the student discusses, from a personal perspective, various employment and business opportunities in travel agency operations. *Assessment Tool* *Research Process: Career/Business Opportunities, TOU3060–3* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Role of Travel Agencies	*The student should:* • describe the history and development of travel agencies • explain the three types of distribution systems in retail travel: – unilateral – bi-level – multi-level • explain the advantages and disadvantages of each distribution system for the consumer and supplier • explain how travel agencies generate income	

MODULE TOU3060: TRAVEL AGENCY OPERATIONS (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Role of Travel Agencies (continued)	• explain factors that influence retail travel including: – economics – demographics – deregulation – automation – world politics – health and safety issues – natural occurrences.	
Types of Travel Agencies and Services	• list the most common services provided by a travel agency including: – travel reservation and ticketing – itinerary or travel planning – sale of package tours and cruises – accommodation reservation – booking sightseeing and other activities • define and compare the following forms of business ownership in travel agencies: – mega-agencies – consortia – franchises – independents • research the products and services provided by specialized travel agencies: – corporate – adventure – cruise – ethnic – religious • describe the purpose of and procedures in acquiring travel documentation including: – passport – visa – proof of citizenship – tourist cards – vaccination certificates – notarized permissions in special circumstances such as for children travelling with one parent	

Concept	Specific Learner Expectations	Notes
Types of Travel Agencies and Services (continued)	*The student should:* • explain Canadian Customs and travel regulations important to the international travellers including: – duty-free purchases and duty-free shops – departure tax – forbidden and restricted purchases – Goods and Services Tax (GST) • create a marketing plan for a travel agency.	
Travel Agents	• describe the role and responsibilities of a travel agent in serving clients and representing suppliers • list and describe the products and services that a travel agent sells to travellers • identify information sources used by a travel agent • demonstrate research skills necessary to provide travel information important to international travellers.	
Employment and Business Opportunities	• explain why travel agencies must meet provincial registration requirements • analyze the sources of revenue for a travel agency • research and describe current issues and trends that affect the retail travel market • research and describe marketing methods used by travel agencies • research and describe employment and business opportunities in retail travel.	

MODULE TOU3070: RESERVATIONS & TICKETING

Level: Advanced

Theme: Travel

Prerequisite: None

Module Description: Students process travel reservations, using a computer reservation system, develop an itinerary, and provide the traveller with information related to the itinerary/destination.

Module Parameters: Access to a computer, if a simulated computer reservation system is used during instruction.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the conditions and requirements for domestic and international travel • identify and apply terms used in travel reservations • identify different travel arrangements, and develop an itinerary	• a written, oral and/or visual **presentation** demonstrating knowledge of travel reservations and ticketing including terminology, conditions, types of tickets and types of reservation systems for domestic and international travel. *Assessment Tool* *Presentations/Reports, TOU3070–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
• identify and provide the traveller with other important information related to the itinerary/destination; e.g., connections, transfers	• a **problem-solving task** requiring development of two travel itineraries (one domestic, one international), including arrival and departure dates/times, carrier services, terminal services, transfers and travel information. *Assessment Tool* *Problem Solving, TOU3070–2* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	60

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MODULE TOU3070: RESERVATIONS & TICKETING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• process a carrier reservation	• a **problem-solving task** designed to evaluate the student's knowledge and skill in processing a carrier reservation manually and/or with a computer simulation. *Assessment Tool* *Problem Solving, TOU3070–2* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Background to Reservations Systems	• explain the importance of reservations in travel • define the term(s): – carrier and carrier codes – itinerary and segment – status code • distinguish the difference between: – non-stop and direct flights – express and local routes • demonstrate a functional understanding of the 24-hour clock • name the primary resources used by travel professionals in computer reservation systems and printed reference material • identify and describe issues related to transfers and linkages in travel (e.g., airline to car rental to hotel to attraction)	

MODULE TOU3070: RESERVATIONS & TICKETING (continued)

Concept	Specific Learner Expectations	Notes
Background to Reservations Systems (continued)	*The student should:* • list four classifications of official airlines in Canada and provide examples of each: – international carriers – national carriers – regional carriers – local and/or community airlines • describe the common types of commercial aircraft • identify and describe the types of airline tickets, and the conditions related to each (e.g., seat sale, year-round open, complementary, stand-by, air miles) • state the common rules pertaining to commercial air travel including: – reservations – children's fares – pets – cancellations – trip interruption – stand-by passengers • identify and define abbreviations, codes and reference marks used in airline reservation systems (e.g., carrier codes, destination codes, baggage references) • list and compare some of the differences found in booking domestic and international reservations.	

MODULE TOU3070: RESERVATIONS & TICKETING (continued)

Concept	Specific Learner Expectations	Notes
Itineraries, Reservations and Ticketing	*The student should:* • use the reference sources available and develop a selection of itineraries to meet a client's needs • appraise flight schedules and determine carriers, flight numbers, departure and arrival times, aircraft equipment, and meal service for any itinerary • describe and develop passenger reservation files – PNR (Passenger Name Record) • use appropriate codes and abbreviations in preparing simulated airline and accommodation reservations and transfers for an itinerary • prepare a plain language itinerary for a client • use reference sources to provide the client with simulated travel documents (e.g., tickets) to support the itinerary.	Suggestion: all reservations and ticketing should initially be done manually, not on computer.

MODULE TOU3080: AIR TRANSPORTATION

Level: Advanced

Theme: Travel

Prerequisite: None

Module Description: Students research and report on the organization and operation of a major airline. Students also present a marketing plan for an airline.

Module Parameters: No specialized equipment or facilities.
Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the organization of the air transportation industry in Canada • develop a marketing plan for an airline to attract and maintain business • analyze and report on the operation of different departments in a major airline • identify and describe trends and issues in the air transportation industry • identify employment and business opportunities in the air transportation industry	• a written, oral and/or visual **presentation** demonstrating knowledge of airline operations including organization of Canadian airline industry, types of air service, fare structures, airport organization, and safety and security. *Assessment Tool* *Presentations/Reports, TOU3080–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
	• a **portfolio** consisting of: – an analysis of the marketing strategies used to promote a specific airline – the marketing plan for an airline including: • marketing research methods • target group description • objective • description of marketing activities • sample advertising and promotion items • evaluation techniques – a research report on one or more department(s) in a major airline including: • its function in the organization • organizational structure • trends and issues that have an impact on the department's work	60

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MODULE TOU3080: AIR TRANSPORTATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:* *Assessment Tool* *Portfolio Assessment, TOU3080–4* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	
	• a **career/business opportunity report** in which the student researches and discusses, from a personal perspective, various employment and business opportunities in the air transportation industry. *Assessment Tool* *Research Process: Career/Business Opportunities, TOU3080–3* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Canada's Air Transportation Industry	• describe the history and development of the air transportation industry in Canada • explain the effects of deregulation for the traveller and air transportation industry • name the regulatory agencies and discuss their role in the industry • describe the types of air service: – general aviation – carrier aviation – scheduled airlines – non-scheduled airlines • explain the factors used to determine the different air fares.	

MODULE TOU3080: AIR TRANSPORTATION (continued)

Concept	Specific Learner Expectations	Notes
Air Transportation Operations	*The student should:* • explain the difference between air carrier and general aviation airports • name and describe the functions of each major area in an airport • research and report on the range of services provided to travellers in a major airport • explain issues of safety and security in airports and airlines • identify and explain trends and issues in the airline industry.	
Marketing Strategies	• define the term *passenger load factor*, and discuss how this calculation is used by the airline marketing department • describe strategies used by airlines to reduce operating expenses • compare the special services offered to frequent flyers by airlines • research and describe marketing strategies used to attract pleasure and business travellers • create a marketing plan for an airline including: – market research methods – target group description – objective – description of marketing activities – sample advertising and promotion items – evaluation techniques.	

MODULE TOU3080: AIR TRANSPORTATION (continued)

Concept	Specific Learner Expectations	Notes
Employment and Business Opportunities	*The student should:* • name and briefly describe the responsibilities of the major departments in a large airline • name and describe the work responsibilities of flight and ground crew • research the infrastructure and related business of the air transportation industry • research and explain employment and business opportunities in the airline industry or infrastructure.	

MODULE TOU3090: SURFACE TRANSPORTATION

Level: Advanced

Theme: Travel

Prerequisite: None

Module Description: Students research the business operations and career opportunities of the rail, motor coach, auto and cruise travel industries. Students also present a variety of marketing strategies for a transportation industry.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe the significant historical developments of the rail, motor coach, auto and cruise travel industries • explain advantages and disadvantages of each mode of surface travel • identify trends and issues in the surface transportation sector • develop a marketing plan aimed at meeting the needs, wants and expectations of travellers using surface transportation • identify employment and business opportunities in the surface travel industries	*Assessment of student achievement should be based on:* • written, oral and/or visual **presentation(s)** demonstrating knowledge of surface transportation including history and development, infrastructure, advantages and disadvantages, accommodation and services available, and reading passenger schedules for each mode of transportation. *Assessment Tool* *Presentations/Reports, TOU3090–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	40
	• a **portfolio** consisting of: – a research report identifying trends and issues in the surface transportation sector – an analysis of the marketing strategies used for different modes of transportation – the marketing plan for a specific transportation industry including: • marketing research methods • target group description • sample advertising and promotion items • evaluation techniques. *Assessment Tool* *Portfolio Assessment, TOU3090–4* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	40

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	- a **career/business opportunity report** in which the student researches and discusses, from a personal perspective, various employment and business opportunities in the surface transportation industry. *Assessment Tool* *Research Process: Career Research Project, TOU3090–3* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
- demonstrate basic competencies.	- **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Rail Travel Industry	- describe the history and development of passenger rail travel in Canada - compare the Canadian rail industry with that of other developed countries - discuss the advantages and disadvantages of rail travel from the point of view of the traveller - describe the different types of on-board accommodation and services available to rail travellers - demonstrate skills for reading various passenger rail schedules - research the infrastructure and related industries of the rail industry.	

MODULE TOU3090: SURFACE TRANSPORTATION (continued)

Concept	Specific Learner Expectations	Notes
Motor Coach Industry	*The student should:* • describe the history and development of the motor coach industry in North America • identify the advantages and disadvantages of motor coach travel from the point of view of the traveller • describe the different types of excursions and services available to the traveller • demonstrate skills for reading various motor coach schedules • research the infrastructure and related industries for the motor coach industry.	
Auto Travel Industry	• describe the history and development of auto travel in North America • identify features of auto travel, its popularity and trends • research and describe the different types of auto travel available to the traveller • describe the advantages and disadvantages of auto travel from the point of view of the traveller • explain the contractual requirements for renting/leasing a vehicle • research the infrastructure and related industries for the auto travel industry.	
Cruise Industry	• describe the history and development of the cruise industry • identify the advantages and disadvantages of cruise travel from the point of view of the traveller • describe some of the popular types of cruises and destinations • name the main elements in a cruise program and describe some unique selling features of each • describe the different areas of a cruise ship and compare the different types of accommodation	

MODULE TOU3090: SURFACE TRANSPORTATION (continued)

Concept	Specific Learner Expectations	Notes
Cruise Industry (continued)	*The student should:* • explain the different factors that affect the price of a cruise • give examples of costs not usually included in the price of a cruise • research the infrastructure and related industries of the cruise industry.	
Marketing Strategies	• identify trends and issues in the surface transportation sector and how they affect marketing for the sector and employment opportunities • research and describe marketing strategies used by transportation companies to increase and maintain ridership • create a marketing plan for a selected surface travel industry including: – market research methods – target group description – objective – description of marketing activities – sample advertising and promotional items – evaluation techniques.	
Employment and Business Opportunities	• describe employment opportunities in surface transportation • compare job profiles in two different surface transportation situations • describe business opportunities in surface transportation.	

MODULE TOU3100: ATTRACTIONS OPERATIONS

Level: Advanced

Theme: Attractions

Prerequisite: None

Module Description: Students analyze the economic, social, cultural and environmental impact of attractions operations. Students also present a marketing plan for an attractions development.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Supporting Module: TOU1070 The Attractions Sector

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the components of an attraction • provide examples of trends and issues in attractions development • identify and describe trends and issues in attractions operations	• a written, oral and/or visual **presentation** demonstrating knowledge of attractions and their operation. *Assessment Tool* *Presentations/Reports, TOU3100–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
• develop a marketing plan for an attractions operation • identify employment and business opportunities in attractions operations	• a **portfolio** consisting of: – a review of trends and issues in attractions development and operation – an analysis of the social, cultural, economic and environmental impact of attractions development and operation – an analysis of a variety of marketing strategies – a marketing plan for an attractions development (simulated) as indicated in the SLEs. *Assessment Tool* *Portfolio Assessment, TOU3100–4* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	50

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MODULE TOU3100: ATTRACTIONS OPERATIONS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a **career/business opportunity report** in which the student researches and discusses, from a personal perspective, various employment and business opportunities in an attractions sector. *Assessment Tool* *Research Process: Career/Business Opportunities, TOU3100–3* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	30
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Attractions Development	• describe the development of an attraction and compare it to the theory of destination development • describe factors and trends that affect the visitor demand of an attraction including: – leisure time – income – education – mobility – individual attributes such as age – quality of experience • explain the difference between superstructure and infrastructure in attractions development	

MODULE TOU3100: ATTRACTIONS OPERATIONS (continued)

Concept	Specific Learner Expectations	Notes
Attractions Development (continued)	*The student should:* • define and describe site or location factors that contribute to the visitor accessibility of an attraction including: – distance/transportation – operating times of season – cost of visitor experience – restrictions on availability.	
Impact of Attractions Development	• explain the following tourism economics terms: – indirect and direct spending – tourism multiplier – leakage • explain how attractions development affects employment patterns • describe positive and negative social/cultural impacts of attractions development • explain and provide an example of the demonstration effect theory • describe positive and negative environmental effects of an attraction development including: – air – water – landforms – soils – life.	
Issues in Attractions Operations	• explain the difference between public and commercial attractions • describe the history and development of public and commercial attractions in Canada including: – parks – museums – interpretive sites – historic sites • explain the need to balance the enjoyment of the visitor and the impact on the attraction development	

MODULE TOU3100: ATTRACTIONS OPERATIONS (continued)

Concept	Specific Learner Expectations	Notes
Issues in Attractions Operations (continued)	*The student should:* • research and report on some of the issues in public attraction operations • research and report on some of the current trends and issues in commercial attractions operation.	
Marketing Strategies	• describe the travel motivating factors • describe marketing strategies used by public attractions management to attract and develop repeat visitation • analyze marketing strategies used by attractions operations • prepare a marketing plan for an attractions development.	
Employment and Career Opportunities	• research employment opportunities in attractions operations • compare job profiles in two different attractions operations locations • research and describe business opportunities in attractions operations.	

MODULE TOU3110: ADVENTURE & ECOTOURISM

Level: Advanced

Theme: Attractions

Prerequisite: None

Module Description: Students analyze the economic, social and environmental factors that influence the development plan for an adventure or ecotourism venture. Students also compare management issues for different types of recreation areas.

Module Parameters: No specialized equipment or facilities.
Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the social and environmental impact of adventure and ecotourism development • identify trends and issues in adventure and ecotourism operations • describe the factors that influence decisions about recreation/ adventure development	• a written, oral and/or visual **presentation** demonstrating knowledge of adventure and ecotourism and the social and environmental impacts of adventure and ecotourism developments. *Assessment Tool* *Presentations/Reports, TOU3110–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	30
• develop a marketing plan for an adventure/ ecotourism site • identify employment and business opportunities in adventure and ecotourism	• a **portfolio** consisting of: – a presentation of trends and issues in adventure and ecotourism – an identification and description of factors that influence decisions about recreation/adventure tourism development – develop a marketing plan for an adventure/ ecotourism site *Assessment Tool* *Portfolio Assessment, TOU3110–4* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	50

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	- a **career/business opportunity report** in which the student researches and discusses, from a personal perspective, various employment and business opportunities in adventure and ecotourism. *Assessment Tool* *Research Process: Career/Business Opportunities, TOU3110–3* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20
- demonstrate basic competencies.	- **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Background to Adventure/ Ecotourism	- compare the terms *recreation, adventure* and *ecotourism* - identify the variety of recreation/adventure experiences available - define the term *recreational resource* - list and categorize recreational resources available in Canada according to the following types: – high density recreation areas – general outdoor recreation areas – natural environment areas – unique natural areas – historic and cultural sites – primitive areas	

MODULE TOU3110: ADVENTURE & ECOTOURISM (continued)

Concept	Specific Learner Expectations	Notes
Adventure/ Ecotourism Development (continued)	*The student should:* • describe motivating factors and trends that affect the visitor demand for adventure/ecotourism including: – leisure time – income – education – mobility – individual attributes – quality of experience • evaluate the effect of climate and weather on adventure and ecotourism activities in Canada • compare the different user expectations for each recreational area • define and describe factors that contribute to the carrying capacity of an area: – physical capacity – environmental capacity – capacity of ancillary facilities – perceptual capacity (quality of visitor experience) • define and describe factors that contribute to the visitor accessibility of an area including: – distance/transportation – operating times of season – cost of visitor experience – restrictions on availability • explain how management of different environmental factors varies with the type of recreational area: – ease of access – non-recreational uses (logging) – on-site development (landscaping) – contact with other users – visitor impact – control of recreation use	

Concept	Specific Learner Expectations	Notes
Adventure/ Ecotourism Development (continued)	*The student should:* • list and describe the components of an adventure development plan including: – market analysis – site assessment – financial studies – environmental impact studies – social impact studies • develop a marketing plan or a venture plan for an adventure or ecotourism business.	
Trends, Issues and the Impact of Adventure/ Ecotourism Development	• describe positive and negative social/cultural impacts of adventure/ecotourism activity • describe positive and negative environmental effects of adventure/ecotourism activity including: – air – water – landforms – soils – life • describe the effect of technological change on recreation including: – snow-making equipment – insulating fabrics – freeze-dried food – all-terrain vehicles • identify how the family life cycle and family situations affect recreation activities.	

MODULE TOU3110: ADVENTURE & ECOTOURISM (continued)

Concept	Specific Learner Expectations	Notes
Employment and Business Opportunities	*The student should:* • explain how adventure/ecotourism development affects employment patterns • identify and describe current issues and trends that affect employment and business opportunities in the adventure/ecotourism industry • research the regulations that affect adventure/ecotourism operations including: – certification – liability • describe the infrastructure and related industries for adventure/ecotourism (e.g., airlines, hotels, tour packages.	

TOURISM

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student ***do***?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).
- What does a student ***know***?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to assess how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for ALL MLEs within a module to be successful.
- **suggested emphasis** (right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

- **criteria and conditions** (middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

  Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

  Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

  Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "Illustrative examples" of student work, if appropriate.

  Assessment Tools included in this section of the Guide tend to be of two types:

  - tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. *(Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].)*
  - tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF1010–1" indicating that it is the first module-specific tool used in Information Processing Module 1010.)*

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal is to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels or rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post-secondary programs.

ASSESSING STUDENT ACHIEVEMENT IN TOURISM STUDIES

The Tourism Studies curriculum is based on the notion of recognizable outcomes that may be compared to stated standards. In Tourism Studies, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Tools

A variety of tools have been provided for your reference and use. They are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

Generic tools developed for Career and Technology Studies have been included in this section. These tools take the form of assessment guides that state standards for specific themes across the levels of the curriculum. For example, a guide is provided for assessing students' presentations and reports. Standards statements are provided that relate to a number scheme 0–4. You could use this as a basis for assessment in most presentation or report-making activities.

Tools have also been developed to provide detail for specific aspects such as conducting research and solving problems. Several observation checklists have also been included that apply to various modules.

Assessing Basic Competencies

Basic competencies are those traits all students are expected to demonstrate no matter the level or context of their learning. An assessment guide for basic competencies, the Basic Competencies Reference Guide, has been developed and is included in this section. As students progress from one stage or level to another, the expectations placed on them change and in general increase. You may reference Basic Competencies Reference Guide as part of your assessment strategy.

Assessing Project-based Work

A series of "standards statements" have been developed for all CTS strands that briefly describe student performance in five developmental stages. These statements are:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria have been identified to measure these statements. In general, all Tourism Studies students should perform each criterion to the following standard:

Introductory level:	Standard = 1
Intermediate level:	Standard = 2
Advanced level:	Standard = 3

The required standards of performance are stated in the "Assessment Criteria and Conditions" column for each module.

Generic Assessment Tools

Assessment Framework: Presentation/Reports (CTSPRE)

This assessment framework deals with expectations of students as they make presentations and prepare reports at each of the three levels of the curriculum. It has been adapted from a generic pool of assessment tools that may be used in any CTS strand. You can adapt this tool to meet your specific needs or use it as is in conjunction with other assessment tools.

Assessment Framework: Research Process (CTSRES)

As with Presentation/Reports, this assessment framework deals with expectations of students conducting research in any aspect of the Tourism Studies curriculum. It has also been adapted from a generic pool of assessment tools. You can adapt this tool to meet your specific needs or use it as is in conjunction with other assessment tools.

Tourism Studies Career Research Guide (TOUCRG)

This generic tool outlines elements that are important reference points for career research. It is developmental in that there is increased expectation in scope or depth as students progress. The tool forms a basis for all career research-related project assessment. Specific tools have been adapted from these general concepts and are listed where applicable in the Assessment Criteria and Conditions for each module.

Tourism Studies Food Server Skills Observation Checklist (TOUFSS)

This tool may be used when observing students performing food service skills such as in Module TOU1040. Please check the Assessment Criteria and Conditions for each module.

Tourism Studies General Observation Checklist (TOUGOC)

Tourism Studies students may be required to perform numerous tasks when working at functions such as meetings, banquets and conferences. This tool will help assess their performance in these situations.

Tourism Studies Process Framework (TOUPRO)

The Process Framework provides a series of performance statements organized developmentally. These statements help describe student growth. The process framework is related to the problem-solving model through the process components identified. This tool can be used as a basis for recognizing student outcomes as they complete project work.

Tourism Studies Problem-solving Model (TOUPSM)

There are many different approaches to problem solving. This model has been adapted specifically to Tourism Studies. While the model describes a sequence, it is iterative. That is the steps may be revisited several times during problem solving, each time helping to bring the problem closer to resolution. This model can be used as a basis for assessing all problem solving in Tourism Studies. Specific tools have been developed based on this model. These are listed as required in the Assessment Criteria and Conditions for each module.

Tourism Studies Quality Guest Service Observation Checklist (TOUQGS)

This checklist captures the major elements of quality guest service expected of students working in the tourism industry. It is based on identified industry standards. This tool may be applied in TOU1030 and several other modules.

Specific Assessment Tools

A variety of specific assessment tools have been provided for Tourism Studies. The tools provided can be catagorized into:

- Presentations/Reports
- Problem Solving
- Career Research Projects or Career/Business Opportunities
- Portfolio Assessment

and various observation checklists dealing with specific issues.

Within each category, common elements such as preparation and planning are repeated. These elements have been drawn from related CTS generic tools. Content is also identified on each tool and is customized to the module requirements. For this reason, there are numerous tools of the same type associated with Tourism Studies. Specific tools have been coded by module number.

In most cases, students will be expected to meet all criteria. Sometimes students may not be required to perform one of the criteria (e.g., teamwork) if it is not applicable. The option of stating "not applicable" (N/A) is available in these cases.

Marks and Mark Ranges

You will note that no marks or mark ranges have been assigned on any of the assessment tools, because you are in the best position to determine the marks students should receive for the work they produce. If a student meets the standards as stated in the assessment tools, he or she should receive credit for the module. However, it may be that one student's work is "better" than another student's because of its scope, technical quality or aesthetic quality. Or it may be that one student is more proficient than another owing to his or her perseverance, responsibility level or technical skill. You can recognize this through your marks even though both students will have met the standard for the module.

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction ☐ sets goals and establishes steps to achieve them, with direction	☐ follows detailed instructions on an independent basis ☐ sets clear goals and establishes steps to achieve them	☐ → ☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies ☐ cooperates with others in the effective use of learning strategies	☐ → ☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	**Stage 2—** *The student:*	**Stage 3—** *The student:*	**Stage 4—** *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ ——→——→	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ——→——→	☐ ——→——→	☐ ——→——→
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures*	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ——→——→	☐ ——→——→
☐ follows appropriate/emergency response procedures	☐ ——→——→	☐ ——→——→	☐ ——→——→
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

*** Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

GENERIC RATING SCALE

S C A L E	**RUBRIC STATEMENT** **(included in assessment tool/statements in *italics* are optional)** ***The student:***	**IS TASK/ PROJECT COMPLETED?**	**PROBLEM SOLVING:** **STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT**	**USE OF TOOLS, MATERIALS, PROCESSES**	***STANDARDS OF QUALITY/ PRODUCTIVITY***	***TEAMWORK LEADERSHIP***	***SERVICE CLIENT/ CUSTOMER***
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes, and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

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ASSESSMENT FRAMEWORK: ISSUE ANALYSIS

CTSISS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognize when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• state two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respect the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicate thoughts/feelings/ideas clearly to justify choices/decisions made

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ASSESSMENT FRAMEWORK: LAB INVESTIGATIONS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

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ASSESSMENT FRAMEWORK: NEGOTIATION AND DEBATE

CTSNEG

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speak clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

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ASSESSMENT FRAMEWORK: PRESENTATIONS/REPORTS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• sets goals and follows instructions accurately	• sets goals and describes steps to achieve them	• sets goals and describes steps to achieve them
• responds to directed questions and follows necessary steps to find answers	• uses personal initiative to formulate questions and find answers	• uses personal initiative to formulate questions and find answers
• accesses basic in-school/community information sources	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• interprets and organizes information into a logical sequence	• interprets, organizes and combines information into a logical sequence	• interprets, organizes and combines information in creative and thoughtful ways
• records information accurately, using correct technical terms	• records information accurately with appropriate supporting detail and using correct technical terms	• records information accurately, using appropriate technical terms and supporting detail
• uses time effectively ·	• plans and uses time effectively	• plans and uses time effectively, prioritizing tasks on a consistent basis
	• gathers and responds to feedback regarding approach to task and project status	• assesses and refines approach to task and project status based on feedback and reflection
Presentation	**Presentation**	**Presentation**
• demonstrates effective use of at least one medium of communication:	• demonstrates effective use of at least two communication media:	• demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, basic format	*e.g., Written: spelling, punctuation, grammar, format (formal/informal)*	*e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)*
Oral: voice projection, body language	*Oral: voice projection, body language, appearance*	*Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice*
Audio-visual: techniques, tools	*Audio-visual: techniques, tools, clarity*	*Audio-visual: techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing	• maintains acceptable grammatical and technical standards through proofreading and editing	• maintains acceptable grammatical and technical standards through proofreading and editing
• provides an introduction that describes the purpose of the project	• provides an introduction that describes the purpose and scope of the project	• provides an introduction that describes the purpose and scope of the project
• communicates information in a logical sequence	• communicates ideas into a logical sequence with sufficient supporting detail	• communicates thoughts/feelings/ideas clearly to justify or challenge a position
• states a conclusion based on a summary of facts	• states a conclusion by synthesizing the information gathered	• states a conclusion by analyzing and synthesizing the information gathered
• provides a reference list of three or more basic information sources	• provides a reference list that includes five or more relevant information sources	• gives evidence of adequate research through a reference list including seven or more relevant information sources

ASSESSMENT FRAMEWORK: RESEARCH PROCESS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

TOURISM STUDIES CAREER RESEARCH GUIDE — TOUCRG

CONTENT	INTRODUCTORY	INTERMEDIATE	ADVANCED
	The student:	*The student:*	*The student:*
Career Background	• identifies job/position and title • states day-to-day duties • identifies education/training requirements • states salary range • states career path/advancement opportunities	• identifies and describes job/position and title, and position with organization • identifies and describes day-to-day duties and ongoing duties • identifies and describes education/training: *education* (specific to job, plus additional), *training* (specific to job plus additional), *general skills* • identifies salary range and benefits • describes career path/advancement opportunities in the general occupation	• identifies and describes job/position and title, position within organization and reporting structure • identifies and describes day-to-day duties and ongoing duties • identifies and describes education/training: *education* (specific to job, plus additional), *training* (specific to job, plus additional), *general skills* and *specific skills* required • identifies salary range and benefits • describes career path/advancement opportunities in specific areas of the general occupation
Personal Relevance	• identifies related careers within sector • describes advantages/disadvantages (2 of each)	• presents job specific information • describes advantages/disadvantages (3 of each) • relates job skills with student's personal skills • uses specific resources (i.e., interviews) with minimal guidance	• presents career/management/ownership related opportunities • describes advantages/disadvantages (3 of each), discusses positives and/or negatives and provides a rationale • provides a personal reflection on a career • selects and uses resources as required
PLANNING, PROCEDURE AND RESEARCH			
Planning Presentation	• presents, with guidance, project as specified in plan • generates, with specific guidance, a plan to resolve project brief	• presents, with minimal guidance, project as specified in plan • selects and uses, with guidance, appropriate media • generates, with guidance, a plan to resolve project brief	• presents, without guidance, project as specified in plan • selects and uses, with minimal guidance, appropriate media
Procedure	• follows, with guidance, a plan • follows, with guidance, procedures as required • manages, with guidance, personal learning	• follows, with minimal guidance, a plan • follows, with minimal guidance, specified procedures as required • manages, with guidance, personal learning	• follows, without guidance, a plan • follows, with guidance only as requested, specified procedures as required • manages, without guidance, personal learning
Research	• uses, with guidance, specified career-related materials	• uses, with minimal guidance, specific resources (i.e. interviews)	• selects and uses resources as required

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TOURISM STUDIES FOOD SERVER SKILLS OBSERVATION CHECKLIST — TOUFSS

Student Name: ______________________________ Teacher: ______________________________

Module/Project: ______________________________ Date: ______________________________

TASK	OBSERVATION/RATING					
Set Table for Chosen Service	4	3	2	1	0	N/A
Carry Tableware and Product	4	3	2	1	0	N/A
Take Orders	4	3	2	1	0	N/A
Place Orders	4	3	2	1	0	N/A
Apply Appropriate Service	4	3	2	1	0	N/A
Ensure Guests are Enjoying their Meal	4	3	2	1	0	N/A
Presents Guests with Cheque	4	3	2	1	0	N/A

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used in appropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Set Table for Chosen Style
- ☐ ensures chosen service style is correct
- ☐ positions tableware and utensils properly

Carry Tableware and Product
- ☐ carries tableware efficiently and safely
- ☐ carries product efficiently and safely
- ☐ adheres to house procedures

Take Orders
- ☐ demonstrates detailed knowledge of menu and food items
- ☐ takes orders accurately, in proper order (age/gender) and in a polite manner
- ☐ organizes orders according to house procedures

Place Orders
- ☐ places orders accurately/ politely
- ☐ places orders in an effective/efficient manner
- ☐ organizes orders according to house procedures

Apply Appropriate Service
- ☐ provides appropriate service based on style chosen
- ☐ serves guests in proper order (age/gender)
- ☐ serves food/beverage from proper side
- ☐ removes empty plate properly
- ☐ serves efficiently, accurately, politely, follows house procedures

Ensure Guests are Enjoying their Meal
- ☐ inquires if the guests are enjoying their meal
- ☐ asks if additional service is required
- ☐ provides additional service as required
- ☐ repeats procedures at appropriate times

Presents Guests with Cheque
- ☐ makes presentation in a courteous manner
- ☐ takes/processes payment as required by house procedures
- ☐ provides parting greeting in an appropriate and courteous manner

REFLECTIONS/COMMENTS

TOURISM STUDIES GENERAL OBSERVATION CHECKLIST TOUGOC

Student Name: ____________________

Module/Project: ____________________

Teacher: ____________________

Date: ____________________

TASK	OBSERVATION/RATING					
Communication Skills	4	3	2	1	0	N/A
Teamwork/ Leadership/ Responsibility	4	3	2	1	0	N/A
Problem-solving/ Decision-making Skills	4	3	2	1	0	N/A

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used in appropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Communication Skills
- ☐ discusses/describes an idea
- ☐ provides information to others
- ☐ listens, empathizes, and responds effectively
- ☐ asks open-ended questions
- ☐ obtains feedback
- ☐ uses appropriate language
- ☐ uses appropriate terminology
- ☐ explains terminology as required
- ☐ demonstrates positive interpersonal skills
- ☐ works through communication interference

Teamwork/Leadership/Responsibility
- ☐ cooperates with others
- ☐ respects the feelings of others
- ☐ behaves ethically
- ☐ works safely individually and with others

Teamwork/Leadership/Responsibility (continued)
- ☐ takes initiative
- ☐ organizes
- ☐ motivates and negotiates
- ☐ takes responsibility for actions

Problem-solving/Decision-making Skills
- ☐ accurately identifies the problem
- ☐ considers alternatives
- ☐ selects an appropriate alternative
- ☐ implements the alternative
- ☐ evaluates the results
- ☐ reconsiders/modifies/reimplements

REFLECTIONS/COMMENTS

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TOURISM STUDIES PROCESS FRAMEWORK TOUPRO

Students following a problem-solving process will meet these standards in their project work.

PROCESS COMPONENTS	INTRODUCTORY	INTERMEDIATE	ADVANCED
	The student:	*The student:*	*The student:*
Identify Assignment/Task	• accurately, with guidance, identifies assignment/task from project brief.	• accurately, without guidance, identifies assignment/task from project brief.	• accurately, with guidance, identifies task and writes project brief for assignment.
Conduct Research	• conducts research from sources provided.	• identifies, with guidance, pertinent research sources and conducts research pertaining to the project brief.	• identifies pertinent research sources and conducts research pertaining to the project brief.
Plan Assignment	• generates, with specific guidance, a plan to resolve project brief.	• generates, with specific guidance, a plan to resolve project brief.	• generates, with minimal guidance, a plan to resolve project brief.
Create/Follow Procedure	• follows, with guidance, a plan • follows, with guidance, specified procedures as required • manages, with guidance, personal learning.	• follows, with minimal guidance, a plan • follows, with minimal guidance, specified procedures as required • manages, with guidance, personal learning.	• follows, without guidance, a plan • follows, with guidance only as requested, specified procedures as required • manages, without guidance, personal learning.
Complete Assignment	• completes, with guidance, assignment as specified.	• completes, with minimal guidance, assignment as specified.	• completes, without guidance, assignment as specified.
Present Assignment	• presents, with guidance, project as specified in plan.	• presents, with minimal guidance, project as specified in plan • selects and uses, with guidance, appropriate media and methods.	• presents, without guidance, project as specified • selects and uses, with minimal guidance, appropriate media and methods.
Student Self-evaluation/ Reflection	• reflects on the success of the project from a personal perspective • identifies what worked or did not work in the project.	• reflects on the success of the project from a personal perspective • identifies what worked or did not work in the project and suggests improvements.	• reflects on the success of the project from a personal perspective • identifies what worked or did not work in the project, suggests improvements and, where possible, makes these improvements.

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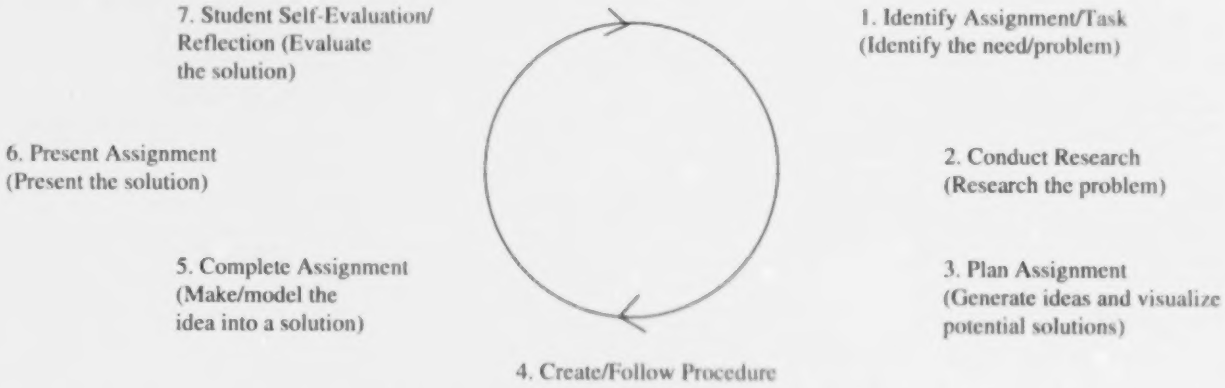
TOURISM STUDIES PROBLEM-SOLVING MODEL TOUPSM

Model

There are several different problem-solving strategies but all of them have some common elements. This problem-solving model has been adapted from one used in the Design Studies strand (components in brackets).


1. Identify Assignment/Task (Identify the need/problem)
2. Conduct Research (Research the problem)
3. Plan Assignment (Generate ideas and visualize potential solutions)
4. Create/Follow Procedure
5. Complete Assignment (Make/model the idea into a solution)
6. Present Assignment (Present the solution)
7. Student Self-Evaluation/ Reflection (Evaluate the solution)

Students should use this problem-solving strategy all the time in their project work and teachers may use it as a guide for assessing problem-solving. Please note: students may repeat these steps several times during a project particularly if it is complex.

Description

1. **Identify Assignment/Task:** Introduction (oral, video, written); theme (e.g., an event); focus; problem identification (as in a case study)
2. **Conduct Research:** Variety of sources (interviews, magazines, videos, books, field trips, guest speakers); number of references; detail and depth; reference notation
3. **Plan Assignment:** Includes outline; planners; goals, objectives, deadlines, timelines, calendars, daytimers; material list/equipment lists, checklists; scripts, storyboards, sketches
4. **Create/Follow Procedure:** Check at this point with follow-through based on planning (gathering, booking, equipment/facilities); procedure prescribed by criteria when applicable (e.g., front desk check in); time management
5. **Complete Assignment:** Completing the assignment; pulling together of assignment; meeting content criteria (e.g., teacher may include format, grammar, sentence structure)
6. **Present Assignment:** Based on media used (oral, written); well-organized
7. **Student Self-evaluation/Reflection:** "Did the assignment answer the task?"; student self-critique; "Where does this put me?"; improvements that can be made "What worked? What didn't work?

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TOURISM STUDIES QUALITY GUEST SERVICE OBSERVATION CHECKLIST TOUQGS

Student Name: ____________________
Teacher: ____________________
Module/Project: ____________________
Date: ____________________

TASK	OBSERVATION/RATING					
Communicating with Guests	4	3	2	1	0	N/A
Meeting Guest Expectations and Perceptions	4	3	2	1	0	N/A
Demonstrating Positive Safety Practices	4	3	2	1	0	N/A

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used in appropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Communicating with Guests

- ☐ describes the importance of providing quality hospitality and guest service
- ☐ creates a positive first impression through:
  - personal attitude
  - personal appearance
- ☐ communicates effectively with guests of different ages and/or positions
  - listens attentively
  - speaks effectively
- ☐ demonstrates a professional attitude through communication and behaviour
- ☐ uses positive strategies for dealing with difficult guests
- ☐ demonstrates effective telephone skills:
  - answering
  - handling messages
  - placing calls.
- ☐ demonstrates positive ambassadorship re locale/province/country

Meeting Guest Expectations and Perceptions

- ☐ recognizes and works within "house policies" regarding guest service
- ☐ identifies individual guest needs and ensures they are met
- ☐ anticipates situations that could develop into problems for guests/customers
- ☐ develops/demonstrates problem-solving techniques for handling guest concerns
- ☐ develops professional guest relation skills.

Demonstrating Positive Safety Practices

- ☐ interprets safety regulations
- ☐ recognizes and works within "house policies" regarding safety
- ☐ describes safe personal work habits

REFLECTIONS/COMMENTS

PRESENTATIONS/REPORTS **TOU1010–1**

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

CRITERIA	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Presentation	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately, using correct technical terms
- ☐ uses time effectively

Content
- ☐ describes the organizational structure of the tourism industry
- ☐ identifies and lists the Alberta's destination regions
- ☐ identifies and describes motivating factors for travel
- ☐ describes travel trends based on tourism statistics
- ☐ provides a brief history of the tourism industry in Alberta and Canada

Presentation
- ☐ demonstrates effective use of at least one medium of communication
- ☐ uses correct grammatical convention and technical terms through proofreading/editing
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ states a conclusion based on a summary of facts
- ☐ provides a reference list of information sources as required

COMMENTS

PROBLEM SOLVING

TOU1010–2

Student Name: ______________________

Teacher: ______________________

Module/Project: ______________________

Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem
- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research
- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school/ information sources
- ☐ distinguishes between fact and fiction/opinion/ theory

Consider, Select and Plan
- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement
- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present
- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues
- ☐ uses one or more communication media effectively
- ☐ communicates in a logical sequence

Evaluate/Reflect
- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content
- ☐ identifies and describes local/regional:
  - destinations in different industry sectors
  - facilities in different industry sectors
- ☐ describes social/economic impact
- ☐ lists positive/negative benefits
- ☐ identifies/describes local promotional strategies
- ☐ proposes additional promotional strategies

COMMENTS

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RESEARCH PROCESS: CAREER RESEARCH PROJECT TOU1010–3

Student Name: ______________________________ Teacher: ______________________________

Module/Project: ______________________________ Date: ______________________________

TASK	Observations Of Student	STANDARD
Planning and Presentation	4 3 2 1 0 N/A	1
Information Gathering and Processing	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Collaboration and Teamwork	4 3 2 1 0 N/A	1
Information Sharing	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ identifies the question(s) or reframes the task as a question to better understand the task (divergent thinking)
☐ sets goals and follows instructions accurately
☐ adheres to established timelines
☐ responds to directed questions and follows necessary steps to find answers
☐ uses time effectively

Information Gathering and Processing

☐ accesses basic in-school/community information sources
☐ uses one or more information-gathering techniques
☐ interprets and organizes information into a logical sequence
☐ records information accurately using correct technical terms
☐ distinguishes between fact and fiction/opinion/theory
☐ responds to feedback when current approach is not working

Content

☐ researches a variety of occupations in this tourism sector OR different sectors of the tourism industry
☐ describes the roles that training and further education play in employment prospects and advancement
☐ describes personal characteristics and skills needed to be successful in selected tourism careers
☐ relates personal interests, values, goals, aptitudes and abilities to tourism career opportunities

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members

Information Sharing

☐ demonstrates effective use of one or more communication media:
e.g., written, oral, audio-visual
☐ communicates information in a logical sequence
☐ uses correct grammatical/technical conventions
☐ cites basic information sources
☐ thinks about learning and what has been learned

COMMENTS

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PRESENTATIONS/REPORTS **TOU1020–1**

Student Name: ______________________ Teacher: ______________________

Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	1
Content	4	3	2	1	0	N/A	1
Presentation	4	3	2	1	0	N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ sets goals for presentation
☐ responds to directed questions and follows necessary steps to find answers
☐ accesses basic in-school/community information sources
☐ interprets and organizes information into a logical sequence
☐ records information accurately, using correct technical terms
☐ uses time effectively

Content

☐ through research identifies and compares various environmentally sensitive areas within Alberta
☐ identifies the positive/negative impact tourism has had on a region, environment and culture based on a case study
☐ identifies strategies that can be used to preserve the environment and the cultural heritage in a tourism region
☐ names one or more governing bodies that regulate environmental use and care in Alberta

Content (continued)

☐ describes and discusses strategies used in the tourism industry to maintain and enhance the well-being of tourists and promote cultural understanding
☐ identifies and discusses legislation associated with preserving the environment, cultural heritage and the well-being of tourists

Presentation

☐ demonstrates effective use of at least one medium of communication
☐ uses correct grammatical convention and technical terms through proofreading/editing
☐ provides an introduction that describes the purpose of the project
☐ communicates information in a logical sequence
☐ states a conclusion based on a summary of facts
☐ provides a reference list of information sources as required

COMMENTS

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PROBLEM SOLVING TOU1020–2

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem
- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research
- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school/ information sources
- ☐ distinguishes between fact and fiction/opinion/ theory

Consider, Select and Plan
- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement
- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present
- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues
- ☐ uses one or more communication media effectively
- ☐ communicates in a logical sequence

Evaluate/Reflect
- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content
- ☐ identifies and describes a range of:
  - tourism requirements for individuals and groups
  - tourism services and facilities designed to meet special needs
- ☐ identifies/evaluates a tourism facility in relation to serving special needs
- ☐ proposes solutions for accommodating special needs of people
- ☐ identifies/discusses legislation designed to maintain the well-being of people

COMMENTS

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RESEARCH PROCESS: CAREER RESEARCH PROJECT TOU1020–3

TASK	Observations Of Student						STANDARD
Planning and Presentation	4	3	2	1	0	N/A	1
Information Gathering and Processing	4	3	2	1	0	N/A	1
Content	4	3	2	1	0	N/A	1
Collaboration and Teamwork	4	3	2	1	0	N/A	1
Information Sharing	4	3	2	1	0	N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ identifies the question(s) or reframes the task as a question to understand the task (divergent thinking)
☐ sets goals and follows instructions accurately
☐ adheres to established timelines
☐ responds to directed questions and follows necessary steps to find answers
☐ uses time effectively

Information Gathering and Processing

☐ accesses basic in-school/community information sources
☐ uses one or more information-gathering techniques
☐ interprets and organizes information into a logical sequence
☐ records information accurately using correct technical terms
☐ distinguishes between fact and fiction/opinion/theory
☐ responds to feedback when current approach is not working

Content

☐ develops a code of ethics for the tourism industry and the tourist
☐ discusses how travel experiences provide opportunities to learn about other people/cultures
☐ compares a variety of visitor impressions of a community/culture based on travel experiences
☐ describes travel experiences that promote acceptance and understanding of people/cultures

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members

Information Sharing

☐ demonstrates effective use of one or more communication media:
e.g., written, oral, audio-visual
☐ communicates information in a logical sequence
☐ uses correct grammatical/technical conventions
☐ cites basic information sources
☐ thinks about learning and what has been learned

COMMENTS

PRESENTATIONS/REPORTS TOU1030–1

Student Name: ____________________ Teacher: ____________________

Project: ____________________ Date: ____________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Presentation	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately, using correct technical terms
- ☐ uses time effectively

Content

- ☐ demonstrates basic knowledge of the importance of quality guest service in the tourism industry
- ☐ identifies important elements of quality guest service (e.g., positive first impression, listening, speaking)
- ☐ identifies basic safety and security procedures used in a tourism venue including safety equipment on site, safe work habits required and security procedures followed

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ uses correct grammatical convention and technical terms through proofreading/editing
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ states a conclusion based on a summary of facts
- ☐ provides a reference list of information sources as required

COMMENTS

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PRESENTATIONS/REPORTS **TOU1040–1**

Student Name: ______________________________ Teacher: ______________________________

Project: ______________________________ Date: ______________________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Presentation	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately, using correct technical terms
- ☐ uses time effectively

Content
- ☐ lists various types of food establishments
- ☐ matches visitor characteristics with food establishments
- ☐ explains economic importance of food service industry
- ☐ describes role of various food service staff

Content (continued)
- ☐ describes common types of food service
- ☐ identifies common food service equipment and its use
- ☐ researches and reports on:
  - ☐ food service trends
  - ☐ career opportunities
  - ☐ sources of further education and certification

Presentation
- ☐ demonstrates effective use of at least one medium of communication
- ☐ uses correct grammatical convention and technical terms through proofreading/editing
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ states a conclusion based on a summary of facts
- ☐ provides a reference list of information sources as required

COMMENTS

PROBLEM SOLVING **TOU1040-2**

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem

- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research

- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school/ information sources
- ☐ distinguishes between fact and fiction/opinion/ theory

Consider, Select and Plan

- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement

- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present

- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues
- ☐ uses one or more communication media effectively
- ☐ communicates in a logical sequence

Evaluate/Reflect

- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content

- ☐ in a role play, demonstrates skills in basic table service and safe food handling:
  - greeting customer
  - present menu
  - pour water
  - take order
  - serve courses
  - serve dessert, coffee
- ☐ demonstrates satisfactory skills of table maintenance

COMMENTS

PRESENTATIONS/REPORTS **TOU1050–1**

Student Name: ______________________ Teacher: ______________________

Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Presentation	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately, using correct technical terms
- ☐ uses time effectively

Content

- ☐ demonstrates general knowledge of the accommodations sector
  - – accommodation options
  - – terms
  - – pricing structure
  - – types of business ownership
  - – importance of occupancy rate/average room rate
- ☐ discusses the impact of technology
- ☐ discusses accommodation trends/proposes future opportunities
- ☐ discusses factors influencing success

Content (continued)

- ☐ identifies basic regulatory agencies associated with the accommodations sector
- ☐ identifies and describes basic emergency equipment and procedures used in a specified accommodation site
- ☐ describes and illustrates (organizational chart) the organization of a specified hotel
- ☐ demonstrates basic knowledge of guest services

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ uses correct grammatical convention and technical terms through proofreading/editing
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ states a conclusion based on a summary of facts
- ☐ provides a reference list of information sources as required

COMMENTS

PROBLEM SOLVING — TOU1050–2

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.
N/A	Not Applicable

TASK CHECKLIST

The student:

Identify Problem

- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research

- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school information sources
- ☐ distinguishes between fact and fiction/opinion/theory

Consider, Select and Plan

- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement

- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present

- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues
- ☐ uses one or more communication media effectively
- ☐ communicates in a logical sequence

Evaluate/Reflect

- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content

- ☐ evaluates a facility as a traveller:
  - – guest services provided by a local property
  - – how the property is organized
- ☐ range of guest requirements:
  - – business traveller
  - – vacation traveller
  - – family with special needs
  - – pets
- ☐ strategies for a facility to accommodate individual guest requirements
  - – business traveller
  - – vacation traveller
  - – family with special needs
  - – pets
- ☐ evaluate house policies pertaining to:
  - ☐ safety and security
  - ☐ dealing with common emergencies
  - ☐ maintaining the well-being of guests

COMMENTS

RESEARCH PROCESS: CAREER RESEARCH PROJECT — TOU1050–3

Student Name: ______________________________ Teacher: ______________________

Module/Project: ____________________________ Date: ________________________

TASK	Observations Of Student	STANDARD
Planning and Presentation	4 3 2 1 0 N/A	1
Information Gathering and Processing	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Collaboration and Teamwork	4 3 2 1 0 N/A	1
Information Sharing	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ identifies the question(s) or reframes the task as a question to understand the task (divergent thinking)
- ☐ sets goals and follows instructions accurately
- ☐ adheres to established timelines
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ uses time effectively

Information Gathering and Processing
- ☐ accesses basic in-school/community information sources
- ☐ uses one or more information-gathering techniques
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ distinguishes between fact and fiction/opinion/theory
- ☐ responds to feedback when current approach is not working

Content
- ☐ researches a variety of occupations in this sector
- ☐ develops a job profile or three occupations in this sector and include:
  - duties and tasks of employee
  - education and training required for job entry
  - opportunities for advancement/entrepreneurship
  - wages and benefits
- ☐ describes personal characteristics and skills needed to be successful in selected this tourism sector
- ☐ relates personal interests, values, goals, aptitudes and abilities to career opportunities in this tourism sector

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members

Information Sharing
- ☐ demonstrates effective use of one or more communication media: *e.g., written, oral, audio-visual*
- ☐ communicates information in a logical sequence
- ☐ uses correct grammatical/technical conventions
- ☐ cites basic information sources
- ☐ thinks about learning and what has been learned

COMMENTS

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PRESENTATIONS/REPORTS TOU1060–1

Student Name: ______________________________ Teacher: ______________________________

Module/Project: ______________________________ Date: ______________________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Presentation	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately, using correct technical terms
- ☐ uses time effectively

Content

- ☐ demonstrates a basic knowledge of the tourism travel sector
- ☐ lists and identifies on a map the Alberta destination regions and attractions
- ☐ identifies the major regulations impacting travel in Alberta/Canada
- ☐ identifies commonly used travel symbols

Content (continued)

- ☐ makes conversions between metric and Imperial measure for distance, speed and temperature and conversions of time based on the time zones in Canada
- ☐ identifies travel services typically available to travellers in Alberta

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ uses correct grammatical convention and technical terms through proofreading/editing
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ states a conclusion based on a summary of facts
- ☐ provides a reference list of information sources as required

COMMENTS

PROBLEM SOLVING

TOU1060–2

Student Name: ____________________

Teacher: ____________________

Module/Project: ____________________

Date: ____________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem
- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research
- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school/information sources
- ☐ distinguishes between fact and fiction/opinion/theory

Consider, Select and Plan
- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement
- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present
- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues
- ☐ uses one or more communication media effectively
- ☐ communicates in a logical sequence

Evaluate/Reflect
- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content
- ☐ prepares a travel information package for an Alberta tourism area:
  - map
  - list of tourism facilities
  - list of visitor services
  - two travel routes
  - important information
- ☐ role plays presenting travel information package and travel information skills:
  - orderly presentation of package
  - greeting visitor
  - identifying visitor needs
  - using map to identify locations and routes
  - answering questions
  - quality guest service
  - hospitality

COMMENTS

RESEARCH PROCESS: CAREER RESEARCH PROJECT TOU1060–3

Student Name: ______________________________ Teacher: ______________________________

Module/Project: ______________________________ Date: ______________________________

TASK	Observations Of Student	STANDARD
Planning and Presentation	4 3 2 1 0 N/A	1
Information Gathering and Processing	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Collaboration and Teamwork	4 3 2 1 0 N/A	1
Information Sharing	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ identifies the question(s) or reframes the task as a question to understand the task (divergent thinking)
- ☐ sets goals and follows instructions accurately
- ☐ adheres to established timelines
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ uses time effectively

Information Gathering and Processing

- ☐ accesses basic in-school/community information sources
- ☐ uses one or more information-gathering techniques
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ distinguishes between fact and fiction/opinion/theory
- ☐ responds to feedback when current approach is not working

Content

- ☐ researches a variety of occupations in this sector

Content (continued)

- ☐ develops a job profile or three occupations in this sector and include:
  - duties and tasks of employee
  - education and training required for job entry
  - opportunities for advancement/entrepreneurship
  - wages and benefits
- ☐ demonstrates (e.g., through role play) skills common to a travel information provider:
  - identify sources of travel information
  - address visitor inquiries
  - interpret a local map
  - convert speed, distances, temperature, time
- ☐ describes personal characteristics and skills needed to be successful in selected this tourism sector
- ☐ relates personal interests, values, goals, aptitudes and abilities to career opportunities in this tourism sector

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members

Information Sharing

- ☐ demonstrates effective use of one or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicates information in a logical sequence
- ☐ uses correct grammatical/technical conventions
- ☐ cites basic information sources
- ☐ thinks about learning and what has been learned

COMMENTS

PRESENTATIONS/REPORTS TOU1070–1

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	1
Content	4	3	2	1	0	N/A	1
Presentation	4	3	2	1	0	N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ sets goals for presentation
☐ responds to directed questions and follow necessary steps to find answers
☐ accesses basic in-school/community information sources
☐ interprets and organizes information into a logical sequence
☐ records information accurately, using correct technical terms
☐ uses time effectively

Content

☐ identifies and uses appropriate terms
☐ lists tourism sites within tourism regions
☐ provides a brief overview of the national and provincial parks system
- their history
- appeal
- role in Canada/Alberta
- range of activities
- general regulations

Content (continued)

☐ identifies basic regulations that affect tourism attraction operations
☐ illustrates the organization of an attractions business
☐ examines cultural attractions:
    ☐ local/provincial
    ☐ role in preserving culture
    ☐ visitor appeal
    ☐ range of activities
    ☐ strategies to promote/preserve

Presentation

☐ demonstrates effective use of at least one medium of communication
☐ uses correct grammatical convention and technical terms through proofreading/editing
☐ provides an introduction that describes the purpose of the project
☐ communicates information in a logical sequence
☐ states a conclusion based on a summary of facts
☐ provides a reference list of information sources as required

COMMENTS

PROBLEM SOLVING **TOU1070–2**

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem
☐ accurately identifies problem from project brief or scenario
☐ asks questions – divergent thinking

Conduct Research
☐ conducts research and uses information effectively
☐ identifies related procedures
☐ uses information provided or basic in-school/ information sources
☐ distinguishes between fact and fiction/opinion/ theory

Consider, Select and Plan
☐ considers and evaluates alternatives
☐ selects best alternative
☐ plans a procedure to resolve selected alternative
☐ includes specified procedures where required

Implement
☐ follows plan to resolve problem
☐ follows specified procedures as required
☐ manages personal learning including appropriate use of time and resources
☐ works safely and cooperatively

Present
☐ presents problem resolution to individuals and small groups as required
☐ identifies unresolved issues
☐ uses one or more communication media effectively
☐ communicates in a logical sequence

Evaluate/Reflect
☐ evaluates and reflects on success of resolving problems from a personal perspective

Content
☐ prepares criteria to evaluate an attraction facility:
  - physical attributes
  - staffing
  - range of services
  - ability to meet special needs
☐ develops strategies for accommodating individual guest requirements:
  - food service
  - accommodation
  - transportation
  - special needs
☐ examines a recreation attraction:
  - role in the industry
  - impact of visitor trends
  - range of activities
  - regulations that apply

COMMENTS

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RESEARCH PROCESS: CAREER RESEARCH PROJECT TOU1070–3

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	Observations Of Student						STANDARD
Planning and Presentation	4	3	2	1	0	N/A	1
Information Gathering and Processing	4	3	2	1	0	N/A	1
Content	4	3	2	1	0	N/A	1
Collaboration and Teamwork	4	3	2	1	0	N/A	1
Information Sharing	4	3	2	1	0	N/A	1

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ identifies the question(s) or reframes the task as a question to understand the task (divergent thinking)
- ☐ sets goals and follows instructions accurately
- ☐ adheres to established timelines
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ uses time effectively

Information Gathering and Processing

- ☐ accesses basic in-school/community information sources
- ☐ uses one or more information-gathering techniques
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ distinguishes between fact and fiction/opinion/theory
- ☐ responds to feedback when current approach is not working

Content

- ☐ researches a variety of occupations in this sector

Content (continued)

- ☐ develops a job profile or three occupations in this sector and includes:
  - – duties and tasks of employee
  - – education and training required for job entry
  - – opportunities for advancement/entrepreneurship
  - – wages and benefits
- ☐ describes personal characteristics and skills needed to be successful in selected this tourism sector
- ☐ relates personal interests, values, goals, aptitudes and abilities to career opportunities in this tourism sector

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members

Information Sharing

- ☐ demonstrates effective use of one or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicates information in a logical sequence
- ☐ uses correct grammatical/technical conventions
- ☐ cites basic information sources
- ☐ thinks about learning and what has been learned

COMMENTS

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PRESENTATIONS/REPORTS TOU2010–1

Student Name: ______________________________ Teacher: ______________________________

Module/Project: ______________________________ Date: ______________________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2
Presentation	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ identifies and describes different types of tourism events across the sectors of the industry
- ☐ describes the purpose of an event from the perspective of an organizer; a participant
- ☐ describes local tourism events and their purpose
- ☐ identifies a school/community need that could be met by a tourism event and how this would occur

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list of relevant information sources as required

COMMENTS

PORTFOLIO ASSESSMENT **TOU2010–4**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2
Presentation	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals and describe steps to achieve them
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively

Content

- ☐ develops a project/implementation plan for a tourism event including:
  - ☐ goals/objectives
  - ☐ theme/program
  - ☐ facility/safety/security
  - ☐ budget/funding
  - ☐ advertising/marketing
  - ☐ personnel/organization
  - ☐ timeline/target dates
  - ☐ evaluation
- ☐ follows plan to facilitate an event:
  - ☐ obtains feedback on success

Content (continued)

- ☐ prepares an evaluation report on event:
  - ☐ evaluates success/failure
  - ☐ makes recommendations for future event planning

Presentation

- ☐ effectively presents material through neat physical layout, organization and packaging
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT **TOU2040–4**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2
Presentation	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively

Content

- ☐ prepares a function plan for a food function:
  - ☐ the occasion, number of people
  - ☐ seating arrangements, protocol
  - ☐ individual requirements
  - ☐ theme, menu
  - ☐ service and table setting
  - ☐ time plan, budget
  - ☐ evaluation

Presentation

- ☐ material is effectively presented through neat physical layout, organization and packaging
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

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PRESENTATIONS/REPORTS TOU2050–1

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2
Presentation	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content
- ☐ explains the importance of the meeting/convention business
- ☐ lists school/community organizations and groups that hold meetings
- ☐ identifies different types of meetings held
- ☐ lists local meeting/convention facilities
- ☐ explains how site selection is influenced by organizational goals, participants and expectations
- ☐ presents a promotional presentation or marketing package

Presentation
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list of relevant information sources as required

COMMENTS

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RESEARCH PROCESS: CAREER RESEARCH PROJECT — TOU2050–3

Student Name: ______________________________

Module/Project(s): ______________________________

Teacher: ______________________________

Date: ______________________________

TASK	Observations Of Student	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	2
Information Gathering and Processing	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2
Collaboration and Teamwork	4 3 2 1 0 N/A	2
Information Sharing	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ identifies the question(s) or reframes the task as a question
☐ sets goals and establishes steps to achieve them
☐ creates and adheres to useful timelines
☐ uses personal initiative to formulate questions and find answers
☐ plans and uses time effectively

Information Gathering and Processing

☐ accesses a range of relevant in-school/community resources
☐ uses a range of information-gathering techniques
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ determines accuracy/currency/reliability of information sources
☐ gathers and responds to feedback regarding approach to the task

Content

☐ researches a variety of occupations in this sector

Content (continued)

☐ develops a job profile or three occupations in this sector and include:
  - duties and tasks of employee
  - education and training required for job entry
  - opportunities for advancement/ entrepreneurship
  - wages and benefits

☐ describes personal characteristics and skills needed to be successful in selected this tourism sector
☐ relates personal interests, values, goals, aptitudes and abilities to career opportunities in this tourism sector

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates solutions to problems

Information Sharing

☐ demonstrates effective use of one or more communication media
☐ communicates ideas in a logical sequence with sufficient supporting detail
☐ maintains acceptable grammatical and technical standards
☐ cites relevant information sources
☐ reflects on what has been learned.

COMMENTS

PORTFOLIO ASSESSMENT TOU2050–4

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2
Presentation	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ access a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively

Content

- ☐ a project plan for a meeting or conference:
  - ☐ purpose of meeting (subject/theme/group)
  - ☐ scope of event
  - ☐ organizing group/leader
  - ☐ budget/funding/sponsorship
  - ☐ facility
  - ☐ personal needs (transportation, accommodation, food service)
  - ☐ program/agenda/support; e.g., coffee, meals
  - ☐ promotion/marketing/public relations
  - ☐ on-site activity; e.g., registration, media support

Content (continued)

- ☐ facilitates meeting:
  - ☐ obtain feedback on success
- ☐ prepares evaluation report:
  - ☐ evaluates success/failure
  - ☐ makes recommendations for future meeting/conference planning

Presentation

- ☐ material is effectively presented through neat physical layout, organization and packaging
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PRESENTATIONS/REPORTS TOU2060–1

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	2
Content	4	3	2	1	0	N/A	2
Presentation	4	3	2	1	0	N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for project
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ identifies and uses basic terms for map reading, geographical features and regions and climatic regions effectively
- ☐ performs basic map reading skills
- ☐ identifies world geographical and climatic regions
- ☐ identifies prominent geographical features of North America and at least one other world region
- ☐ identifies travel motivators and travel patterns and how they are influenced

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list of relevant information sources as required

COMMENTS

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PROBLEM SOLVING TOU2060–2

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	2
Content Research	4 3 2 1 0 N/A	2
Consider, Select and Plan	4 3 2 1 0 N/A	2
Implement	4 3 2 1 0 N/A	2
Present	4 3 2 1 0 N/A	2
Evaluate/Reflect	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem
- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research
- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school/ information sources
- ☐ distinguishes between fact and fiction/opinion/ theory

Consider, Select and Plan
- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement
- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present
- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues
- ☐ uses one or more communication media effectively
- ☐ communicates in a logical sequence

Evaluate/Reflect
- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content
- ☐ identifies travel needs and desires of client for a North American destination
- ☐ prepares a travel information package for a North American destination:
  - destination attractions
  - climate
  - geography
  - culture
  - other important information
- ☐ prepares a travel promotion package for a world destination:
  - destination attractions
  - climate
  - geography
  - culture
  - other important information

COMMENTS

PRESENTATIONS/REPORTS TOU2070–1

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2
Presentation	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ identifies and selects four world tourism regions (e.g., South America, East Asia)
- ☐ for each region selected, identifies, describes and/or locates on a map:
  - ☐ geographical features
  - ☐ cultural characteristics
  - ☐ economy
  - ☐ major tourism attractions
  - ☐ other significant features affecting tourists

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list of relevant information sources as required

COMMENTS

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PROBLEM SOLVING TOU2070–2

Student Name: ______________________

Module/Project: ______________________

Teacher: ______________________

Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	2
Content Research	4 3 2 1 0 N/A	2
Consider, Select and Plan	4 3 2 1 0 N/A	2
Implement	4 3 2 1 0 N/A	2
Present	4 3 2 1 0 N/A	2
Evaluate/Reflect	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem

- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research

- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school/ information sources
- ☐ distinguishes between fact and fiction/opinion/ theory

Consider, Select and Plan

- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement

- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present

- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues
- ☐ uses one or more communication media effectively
- ☐ communicate in a logical sequence

Evaluate/Reflect

- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content

- ☐ identifies travel needs and desires of three different clients for a destination outside North America:
  - client 1
  - client 2
  - client 3
- ☐ prepares/presents a travel information package for each client:
  - destination attractions
  - climate
  - geography
  - culture
  - other important information

COMMENTS

PRESENTATIONS/REPORTS TOU2080–1

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	2
Content	4	3	2	1	0	N/A	2
Presentation	4	3	2	1	0	N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ demonstrates knowledge of basic travel planning
- ☐ identifies the characteristics of different types of travel plans (e.g., day trips, site tours, inclusive tour charters)
- ☐ lists travel planning factors associated with different types of travel plans
- ☐ identifies elements of an itinerary and prepare a sample itinerary for a day trip or site tour

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list of relevant information sources as required

COMMENTS

PROBLEM SOLVING

TOU2080–2

Student Name: ____________________
Teacher: ____________________
Module/Project: ____________________
Date: ____________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	2
Content Research	4 3 2 1 0 N/A	2
Consider, Select and Plan	4 3 2 1 0 N/A	2
Implement	4 3 2 1 0 N/A	2
Present	4 3 2 1 0 N/A	2
Evaluate/Reflect	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale (*italics are optional*)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem

☐ accurately identifies problem from project brief or scenario
☐ asks questions – divergent thinking

Conduct Research

☐ conducts research and uses information effectively
☐ identifies related procedures
☐ uses information provided or basic in-school/information sources
☐ distinguishes between fact and fiction/opinion/theory

Consider, Select and Plan

☐ considers and evaluates alternatives
☐ selects best alternative
☐ plans a procedure to resolve selected alternative
☐ includes specified procedures where required

Implement

☐ follows plan to resolve problem
☐ follows specified procedures as required
☐ manages personal learning including appropriate use of time and resources
☐ works safely and cooperatively

Present

☐ presents problem resolution to individuals and small groups as required

Present (continued)

☐ identifies unresolved issues
☐ uses one or more communication media effectively
☐ communicates in a logical sequence

Evaluate/Reflect

☐ evaluates and reflects on success of resolving problems from a personal perspective

Content

☐ prepares/presents an Alberta travel or tour package based on:
  - age, needs and desires of client
  - budget
  - season
  - time/distance
  - accommodation
  - attractions
  - geography
  - other important information

☐ prepares/presents an international travel or tour package based on:
  - age, needs and desires of client
  - budget
  - season
  - time/distance
  - accommodation
  - attractions
  - geography
  - other important information

COMMENTS

RESEARCH PROCESS: CAREER RESEARCH PROJECT

TOU2080–3

Student Name: ____________________

Teacher: ____________________

Module/Project(s): ____________________

Date: ____________________

TASK	Observations Of Student						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	2
Information Gathering and Processing	4	3	2	1	0	N/A	2
Content	4	3	2	1	0	N/A	2
Collaboration and Teamwork	4	3	2	1	0	N/A	2
Information Sharing	4	3	2	1	0	N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ identifies the question(s) or reframes the task as a question
- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to useful timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively

Information Gathering and Processing

- ☐ accesses a range of relevant in-school/community resources
- ☐ uses a range of information-gathering techniques
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ determines accuracy/currency/reliability of information sources
- ☐ gathers and responds to feedback regarding approach to the task

Content

- ☐ identifies through research, employment opportunities in the area of travel planning at different levels

Content (continued)

- ☐ identifies through research, sources of further education in travel planning
- ☐ identifies personal characteristics and professional skills needed for success in travel planning
- ☐ relates personal values, goals, interests and abilities to employment in travel planning

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

Information Sharing

- ☐ demonstrates effective use of one or more communication media
- ☐ communicates ideas in a logical sequence with sufficient supporting detail
- ☐ maintains acceptable grammatical and technical standards
- ☐ cites relevant information sources
- ☐ reflects on what has been learned

COMMENTS

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PRESENTATIONS/REPORTS TOU2090–1

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	2
Content	4	3	2	1	0	N/A	2
Presentation	4	3	2	1	0	N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selecting and using resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selects and uses resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/ completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content
- ☐ defines *interpretation* in a tourism context and states three goals
- ☐ describes benefits to visitors/visitor characteristics
- ☐ identifies and lists interpretative sites in local tourism region/zone
- ☐ identifies and describes conducted tour activities
- ☐ identifies and describes nonconducted tour activities

Content (continued)
- ☐ outlines the duties of an information attendant
- ☐ lists various interpretative media, their use in interpretation and their strengths and weaknesses that factor into their selection

Presentation
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list of relevant information sources as required

COMMENTS

PROBLEM SOLVING TOU2090–2

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	2
Content Research	4 3 2 1 0 N/A	2
Consider, Select and Plan	4 3 2 1 0 N/A	2
Implement	4 3 2 1 0 N/A	2
Present	4 3 2 1 0 N/A	2
Evaluate/Reflect	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem
- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research
- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school/ information sources
- ☐ distinguishes between fact and fiction/opinion/ theory

Consider, Select and Plan
- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement
- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present
- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues
- ☐ uses one or more communication media effectively
- ☐ communicate in a logical sequence

Evaluate/Reflect
- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content
- ☐ develops an interpretation program for a conducted tourism activity including:
  - identify focus of conducted tour
  - identify location
  - identify tour participant group including special needs
  - select interpretative media
  - select activities
  - prepare and present
- ☐ develops evaluation strategies for a conducted tour including evaluation of the information attendant
- ☐ prepares a summary report/recommendations

COMMENTS

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PROBLEM SOLVING **TOU2100–2**

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	2
Content Research	4 3 2 1 0 N/A	2
Consider, Select and Plan	4 3 2 1 0 N/A	2
Implement	4 3 2 1 0 N/A	2
Present	4 3 2 1 0 N/A	2
Evaluate/Reflect	4 3 2 1 0 N/A	2
Content	4 3 2 1 0 N/A	2

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem
- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research
- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school/information sources
- ☐ distinguishes between fact and fiction/opinion/theory

Consider, Select and Plan
- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement
- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present
- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues

Present (continued)
- ☐ uses one or more communication media effectively
- ☐ communicates in a logical sequence

Evaluate/Reflect
- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content
- ☐ provides background information on conducted and nonconducted activities:
  - – examples of each type of activity
  - – effective leadership skills
  - – functions of signs, media, publications, etc.
- ☐ develops an interpretation program for a conducted tourism activity including:
  - – program plan
  - – goals and objectives
  - – selection of activities
  - – presentation strategies
  - – promotional strategies
  - – evaluation strategies
  - – summary report/recommendations
- ☐ develops an interpretation program for a nonconducted tourism activity including:
  - – program plan
  - – goals and objectives
  - – selection of activities
  - – presentation strategies
  - – promotional strategies
  - – evaluation strategies
  - – summary report/recommendations

COMMENTS

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RESEARCH PROCESS: CAREER/BUSINESS OPPORTUNITIES TOU3030–3

Student Name: ______________________________ Teacher: ______________________________

Module/Project: ______________________________ Date: ______________________________

TASK	Observations Of Student	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Information Gathering and Processing	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Collaboration and Teamwork	4 3 2 1 0 N/A	3
Information Sharing	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/ completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets question
- ☐ sets clear goals and establishes steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approach to the task and project status based on feedback and reflection

Content

- ☐ names and describes the role of provincial food service regulatory agencies

Content (continued)

- ☐ researches the different types of businesses in food service and discusses the advantages and disadvantages of each
- ☐ researches and analyzes marketing strategies used in food service
- ☐ researches and discusses employment and business opportunities in the food service industry.

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ displays effective communication and leadership skills

Information Sharing

- ☐ demonstrates effective use of a variety of communication media:
  e.g., written, oral, audio-visual
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing relevant information sources
- ☐ reflects on learning and considers opportunities

COMMENTS

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PORTFOLIO ASSESSMENT — TOU3030–4

Student Name: ____________________ Teacher: ____________________

Module/Project(s): ____________________ Date: ____________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	N/A	3
Presentation	4	3	2	1	0	N/A	3

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/ customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively

Content
- ☐ discusses orally or in writing, current needs in the food service sector
- ☐ prepares an analysis of an issue or trend in the food service sector including the impact of technology and innovations
- ☐ researches and analyzes marketing techniques used in food service-marketing and different marketing mix strategies
- ☐ describes methods of management used to meet needs of customers
- ☐ analyzes and compares two food service operations

Content (continued)
- ☐ prepares a marketing plan for a food service business that includes:
  - – a description of the real or simulated business
  - – clientele
  - – proposed menu
  - – service strategies and standards.

Presentation
- ☐ presents material effectively through neat physical layout, organization and packaging
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PRESENTATIONS/REPORTS **TOU3040–1**

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Presentation	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approach to task and project status based on feedback and reflection

Content
- ☐ describes the differences between various types of accommodation
- ☐ lists major departments of a large hotel and describes their function
- ☐ selects three employee positions and describes their role and work activities

Content (continued)
- ☐ identifies important factors influencing quality guest experience
- ☐ examines rating/classification systems

Presentation
- ☐ demonstrates effective use of a variety of communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list of relevant information sources as required

COMMENTS

PROBLEM SOLVING TOU3040–2

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	3
Content Research	4 3 2 1 0 N/A	3
Consider, Select and Plan	4 3 2 1 0 N/A	3
Implement	4 3 2 1 0 N/A	3
Present	4 3 2 1 0 N/A	3
Evaluate/Reflect	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	2

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem
- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research
- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school/information sources
- ☐ distinguishes between fact and fiction/opinion/theory

Consider, Select and Plan
- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement
- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present
- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues
- ☐ uses one or more communication media effectively
- ☐ communicates in a logical sequence

Evaluate/Reflect
- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content
- ☐ analyzes hotel/motel and:
  - ☐ distinguishes between room types
  - ☐ explains room rate structure
  - ☐ identifies meal plan categories
  - ☐ identifies reservation procedures
  - ☐ defines *voucher* and explains its purpose
  - ☐ identifies security procedures
  - ☐ discusses bill payment/processing
- ☐ completes various forms:
  - ☐ reservation
  - ☐ confirmation
  - ☐ registration
  - ☐ guest check-out
- ☐ completes folios
- ☐ calculates bills
- ☐ investigates a sales department of a hotel or motel:
  - – identifies roles of staff members
  - – identifies various tasks performed
  - – prepares a sample sales package for a hotel or motel
  - – presents sales package

or
- ☐ investigates the amenities and services offered by a hotel or motel:
  - – prepares a marketing plan
    - target group description
    - objectives
    - description of market activities
    - sample advertising
    - evaluation of plan
  - – presents marketing plan

COMMENTS

RESEARCH PROCESS: CAREER/BUSINESS OPPORTUNITIES TOU3040–3

Student Name: ____________________ Teacher: ____________________

Module/Project: ____________________ Date: ____________________

TASK	Observations Of Student	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Information Gathering and Processing	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	2
Collaboration and Teamwork	4 3 2 1 0 N/A	3
Information Sharing	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ sets questions
☐ sets clear goals and establishes steps to achieve them
☐ creates and adheres to detailed timelines
☐ uses personal initiative to formulate questions and find answers
☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ demonstrates resourcefulness in collecting data
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ recognizes underlying bias/assumptions/values in information sources
☐ assesses and refines approach to the task and project status based on feedback and reflection

Content

☐ identifies similarities/differences between different types of hotels/motels

Content (continued)

☐ researches/analyzes marketing strategies used in accommodation sector
☐ researches/discusses employment opportunities
☐ identifies/discusses trends and issues in hotel/motel industry

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates solutions to problems
☐ displays effective communication and leadership skills

Information Sharing

☐ demonstrates effective use of a variety of communication media:
e.g., written, oral, audio-visual
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ maintains acceptable grammatical and technical standards
☐ gives evidence of adequate information gathering by citing relevant information sources
☐ reflects on learning and considers opportunities

COMMENTS

PRESENTATIONS/REPORTS TOU3050–1

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	N/A	3
Presentation	4	3	2	1	0	N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/ completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ defines and describes the different types of alternative accommodations
- ☐ discusses the visitor appeal of different types of alternative accommodations
- ☐ researches and discusses the economic impact of the privately operated accommodations business in Alberta
- ☐ discusses the advantages and disadvantages of owning and/or operating an alternative accommodation facility
- ☐ discusses some of the personal issues to be considered before starting this type of business
- ☐ researches the minimum standards for a selected alternative accommodation facility/venture
- ☐ discusses environmental standards for waste management and energy

Presentation

- ☐ demonstrates effective use of a variety of communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list of relevant information sources as required

COMMENTS

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RESEARCH PROCESS: CAREER/BUSINESS OPPORTUNITIES TOU3050–3

Student Name: ____________________

Teacher: ____________________

Module/Project: ____________________

Date: ____________________

TASK	Observations Of Student						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	3
Information Gathering and Processing	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	N/A	3
Collaboration and Teamwork	4	3	2	1	0	N/A	3
Information Sharing	4	3	2	1	0	N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 Met project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/ completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets questions
- ☐ sets clear goals and establishes steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approach to the task and project status based on feedback and reflection

Content

- ☐ lists and describes the role of industry associations and support agencies for alternative accommodation business owners in the region
- ☐ researches and analyzes marketing strategies used by alternative accommodation properties
- ☐ researches and discusses employment and business opportunities in alternative accommodations

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ displays effective communication and leadership skills

Information Sharing

- ☐ demonstrates effective use of a variety of communication media
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing relevant information sources
- ☐ reflects on learning and considers opportunities

COMMENTS

PORTFOLIO ASSESSMENT **TOU3050–4**

Student Name: ____________________ Teacher: ____________________

Module/Project(s): ____________________ Date: ____________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Presentation	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics are optional*)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/ customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively

Content

- ☐ analyzes three marketing strategies
- ☐ explains importance of accommodations guide
- ☐ describes role of regulatory agencies
- ☐ describes common operating policies for alternative accommodations
- ☐ develops service strategies/standards for selected alternative accommodation
- ☐ develops a marketing plan or venture plan for a selected alternative accommodation, including:
  - ☐ description of business
  - ☐ products and services offered
  - ☐ target market
  - ☐ pricing strategy
  - ☐ promotion plan

Presentation

- ☐ presents material effectively through neat physical layout, organization and packaging
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PRESENTATIONS/REPORTS **TOU3060–1**

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	N/A	3
Presentation	4	3	2	1	0	N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approach to task and project status based on feedback and reflection

Content
- ☐ identifies and describes the types of travel agencies and the services they provide
- ☐ describes the organization/operation of a travel agency
- ☐ explains the three types of distribution systems in retail travel, their advantages and disadvantages
- ☐ identifies travel trends and their influencing factors
- ☐ identifies different types of travel documentation and their use and acquisition
- ☐ lists key regulations regarding travel agencies

Presentation
- ☐ demonstrates effective use of a variety of communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list of relevant information sources as required

COMMENTS

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RESEARCH PROCESS: CAREER/BUSINESS OPPORTUNITIES TOU3060–3

Student Name: ______________________________ Teacher: ______________________________

Module/Project(s): ______________________________ Date: ______________________________

TASK	Observations Of Student						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	3
Information Gathering and Processing	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	N/A	3
Collaboration and Teamwork	4	3	2	1	0	N/A	3
Information Sharing	4	3	2	1	0	N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets questions
- ☐ sets clear goals and establishes steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approach to the task and project status based on feedback and reflection

Content
- ☐ describes roles/responsibility of travel agent
- ☐ lists products/services
- ☐ recognizes information sources used by travel agents
- ☐ develops/applies research skills
- ☐ explains why travel agencies must meet provincial registration requirements

Content (continued)
- ☐ analyzes the sources of revenue for a travel agency
- ☐ investigates and discusses current issues and trends that affect the retail travel market
- ☐ researches and describes marketing methods used by travel agencies
- ☐ researches and discusses employment and business opportunities in retail travel

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ displays effective communication and leadership skills

Information Sharing
- ☐ demonstrates effective use of a variety of communication media:
  e.g., written, oral, audio-visual
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing relevant information sources
- ☐ reflects on learning and considers opportunities

COMMENTS

PORTFOLIO ASSESSMENT TOU3060–4

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Presentation	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/ customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively

Content

- ☐ analyzes travel trends and their impact on travel agency services
- ☐ develops a marketing plan for a travel agency including:
  - ☐ description of business
  - ☐ products and services offered
  - ☐ target market
  - ☐ pricing strategy
  - ☐ promotion plan

Presentation

- ☐ presents material effectively through neat physical layout, organization and packaging
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

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PRESENTATIONS/REPORTS TOU3070–1

Student Name: ______________________

Teacher: ______________________

Module/Project(s): ______________________

Date: ______________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	N/A	3
Presentation	4	3	2	1	0	N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ discusses importance of reservations in travel
- ☐ names primary resources used by travel professionals
- ☐ defines terms associated with reservations and ticketing and uses them appropriately
- ☐ compares reservation systems and processes used in domestic and international travel

Content (continued)

- ☐ identifies issues related to transfers and linkages
- ☐ identifies/lists:
  - ☐ four classifications of official carriers
  - ☐ common types of commercial aircraft
  - ☐ types of airline tickets/conditions
  - ☐ common rules pertaining to commercial air travel
  - ☐ abbreviations, codes and reference marks used in airline reservations
- ☐ demonstrates functional use of the 24-hour clock

Presentation

- ☐ demonstrates effective use of a variety of communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list of relevant information sources as required

COMMENTS

PROBLEM SOLVING TOU3070–2

Student Name: ______________________________ Teacher: ______________________________

Module/Project: ______________________________ Date: ______________________________

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	3
Content Research	4 3 2 1 0 N/A	3
Consider, Select and Plan	4 3 2 1 0 N/A	3
Implement	4 3 2 1 0 N/A	3
Present	4 3 2 1 0 N/A	3
Evaluate/Reflect	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Identify Problem
- ☐ accurately identifies problem from project brief or scenario
- ☐ asks questions – divergent thinking

Conduct Research
- ☐ conducts research and uses information effectively
- ☐ identifies related procedures
- ☐ uses information provided or basic in-school/information sources
- ☐ distinguishes between fact and fiction/opinion/theory

Consider, Select and Plan
- ☐ considers and evaluates alternatives
- ☐ selects best alternative
- ☐ plans a procedure to resolve selected alternative
- ☐ includes specified procedures where required

Implement
- ☐ follows plan to resolve problem
- ☐ follows specified procedures as required
- ☐ manages personal learning including appropriate use of time and resources
- ☐ works safely and cooperatively

Present
- ☐ presents problem resolution to individuals and small groups as required
- ☐ identifies unresolved issues
- ☐ uses one or more communication media effectively
- ☐ communicates in a logical sequence

Evaluate/Reflect
- ☐ evaluates and reflects on success of resolving problems from a personal perspective

Content
- ☐ develops a plain language itinerary for a domestic destination:
  - – arrival/departure times
  - – carrier services
  - – transfers
  - – simulated airline and accommodation reservations
  - – simulated travel documents
- ☐ develops a plain language itinerary for an international destination:
  - – arrival/departure times
  - – carrier services
  - – transfers
  - – simulated airline and accommodation reservations
  - – simulated travel documents
- ☐ describes/develops PRNs
- ☐ uses appropriate codes and abbreviations in itineraries

COMMENTS

PRESENTATIONS/REPORTS **TOU3080–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	N/A	3
Presentation	4	3	2	1	0	N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/ completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ sets goals for presentation
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately, using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approach to task and project status based on feedback and reflection

Content

☐ outlines the history and organization of the Canadian airline industry
☐ names regulatory agencies in Canada
☐ explains the effects of deregulation
☐ describes the types of air service available in Canada
☐ describes the fare structures used in Canada

Content (continued)

☐ illustrates the organization of a major airport including main departments and their functions
☐ describes safety and security issues and procedures used in the air transportation industry
☐ discusses trends and issues in the airline industry

Presentation

☐ demonstrates effective use of a variety of communication media
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list of relevant information sources as required

COMMENTS

RESEARCH PROCESS: CAREER/BUSINESS OPPORTUNITIES TOU3080–3

Student Name: ______________________ **Teacher:** ______________________

Module/Project(s): ______________________ **Date:** ______________________

TASK	Observations Of Student						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	3
Information Gathering and Processing	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	N/A	3
Collaboration and Teamwork	4	3	2	1	0	N/A	3
Information Sharing	4	3	2	1	0	N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets questions
- ☐ sets clear goals and establishes steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approach to the task and project status based on feedback and reflection

Content
- ☐ names and briefly describes the responsibilities of the major departments in a large airline

Content (continued)
- ☐ names and describes the work responsibilities of flight and ground crew
- ☐ researches the infrastructure and related business of the air transportation industry
- ☐ researches and discusses employment and business opportunities in the airline industry or infrastructure.

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ displays effective communication and leadership skills

Information Sharing
- ☐ demonstrates effective use of a variety of communication media
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing relevant information sources
- ☐ reflects on learning and considers opportunities

COMMENTS

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PORTFOLIO ASSESSMENT **TOU3080–4**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Presentation	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale *(italics are optional)*

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/ customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ sets goals for presentation
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively

Content

☐ analyzes marketing strategies used to promote an airline
☐ defines *passenger load factor* and discusses how this is used
☐ describes ways airlines reduce costs
☐ compares special services provided by airlines

Content (continued)

☐ develops a marketing plan for an airline, including:
  ☐ description of company
  ☐ target group description
  ☐ objective
  ☐ marketing research methods
  ☐ planned marketing activities
  ☐ sample advertising and promotion items
  ☐ evaluation techniques

Presentation

☐ presents material is effectively through neat physical layout, organization and packaging
☐ demonstrates effective use of at least two communication media
☐ maintains acceptable grammatical and technical standards through proofreading/editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PRESENTATIONS/REPORTS **TOU3090-1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Presentation	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/ completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ sets goals for presentation
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately, using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approach to task and projects status based on feedback and reflection

Content

☐ identifies significant developments in the history of surface transportation and their impact on the industry
☐ identifies the advantages/disadvantages of each form of surface transportation:
  - rail
  - motor coach
  - auto
  - cruise

Content (continued)

☐ describes the accommodation and services available to travellers using surface transportation
☐ reads passenger schedules effectively for each form of surface transportation
☐ compares advantages/disadvantages of each type of surface transportation

Presentation

☐ demonstrates effective use of a variety of communication media
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list of relevant information sources as required

COMMENTS

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RESEARCH PROCESS: CAREER/BUSINESS OPPORTUNITIES TOU3090–3

Student Name: ____________________
Teacher: ____________________
Module/Project(s): ____________________
Date: ____________________

TASK	Observations Of Student	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Information Gathering and Processing	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Collaboration and Teamwork	4 3 2 1 0 N/A	3
Information Sharing	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
☐ sets questions
☐ sets clear goals and establishes steps to achieve them
☐ creates and adheres to detailed timelines
☐ uses personal initiative to formulate questions and find answers
☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ demonstrates resourcefulness in collecting data
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ recognizes underlying bias/assumptions/values in information sources
☐ assesses and refines approach to the task and project status based on feedback and reflection

Content
☐ examines employment opportunities in surface transportation
☐ compares job profiles in two different surface transportation situations
☐ researches and discusses business opportunities in surface transportation.

Collaboration and Teamwork
☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates solutions to problems
☐ displays effective communication and leadership skills

Information Sharing
☐ demonstrates effective use of a variety of communication media
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ maintains acceptable grammatical and technical standards
☐ gives evidence of adequate information gathering by citing relevant information sources
☐ reflects on learning and considers opportunities

COMMENTS

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PORTFOLIO ASSESSMENT

TOU3090–4

Student Name: ______________________

Module/Project(s): ______________________

Teacher: ______________________

Date: ______________________

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	N/A	3
Presentation	4	3	2	1	0	N/A	3

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively

Content

- ☐ identifies trends and issues in surface transportation
- ☐ analyzes marketing strategies used for different modes of surface transportation
- ☐ develops a marketing plan for a specific surface transportation industry including:
    - ☐ description of company
    - ☐ target group description
    - ☐ marketing research methods
    - ☐ objective
    - ☐ planned marketing activities
    - ☐ sample advertising and promotion items
    - ☐ evaluation techniques

Presentation

- ☐ presents material is effectively through neat physical layout, organization and packaging
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PRESENTATIONS/REPORTS **TOU3100-1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Presentation	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approach to task and project status based on feedback and reflection

Content
- ☐ discusses factors and trends that affect the visitor demand of an attraction
- ☐ explains how attractions development affects employment patterns
- ☐ discusses positive and negative social/cultural impacts of attractions development
- ☐ lists and describes the components of an attractions development plan

Content (continued)
- ☐ describes the development of an attraction and compares it to the theory of destination development
- ☐ defines and describes site or location factors that contribute to the visitor accessibility of an attraction

Presentation
- ☐ demonstrates effective use of a variety of communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list of relevant information sources as required

COMMENTS

RESEARCH PROCESS: CAREER/BUSINESS OPPORTUNITIES TOU3100–3

TASK	Observations Of Student						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	3
Information Gathering and Processing	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	N/A	3
Collaboration and Teamwork	4	3	2	1	0	N/A	3
Information Sharing	4	3	2	1	0	N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ sets questions
☐ sets clear goals and establishes steps to achieve them
☐ creates and adheres to detailed timelines
☐ uses personal initiative to formulate questions and find answers
☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ demonstrates resourcefulness in collecting data
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ recognizes underlying bias/assumptions/values in information sources
☐ assesses and refines approach to the task and project status based on feedback and reflection

Content

☐ examines employment opportunities in attractions operations
☐ compares job profiles in two different attractions operations locations
☐ researches and discusses business opportunities in attractions operations.

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates solutions to problems
☐ displays effective communication and leadership skills

Information Sharing

☐ demonstrates effective use of a variety of communication media:
e.g., written, oral, audio-visual
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ maintains acceptable grammatical and technical standards
☐ gives evidence of adequate information gathering by citing relevant information sources
☐ reflects on learning and considers opportunities

COMMENTS

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PORTFOLIO ASSESSMENT TOU3100–4

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Presentation	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively

Content

- ☐ trends and issues in attractions development
- ☐ analyzes impact of attractions development:
  - ☐ social impact
  - ☐ cultural impact
  - ☐ economic impact
  - ☐ environmental impact
- ☐ analyzes marketing strategies used in attractions:
  - ☐ travel motivators
  - ☐ sample strategies used

Content (continued)

- ☐ develops a marketing plan for simulated attractions development:
  - ☐ description of business
  - ☐ products and services offered
  - ☐ target market
  - ☐ pricing strategy
  - ☐ promotion plan

Presentation

- ☐ presents material effectively through neat physical layout, organization and packaging
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PRESENTATIONS/REPORTS TOU3110–1

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Presentation	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning

☐ sets goals for presentation

☐ uses personal initiative to formulate questions and find answers

☐ accesses a range of relevant information sources and recognizes when additional information is required

☐ interprets, organizes and combines information in creative and thoughtful ways

☐ records information accurately, using appropriate technical terms and supporting detail

☐ plans and uses time effectively, prioritizing tasks on a consistent basis

☐ assesses and refines approach to task and project status based on feedback and reflection

Content

☐ defines *recreational resource* and provides examples

☐ describes the variety of recreation/adventure experiences available

☐ describes and discusses recreation/adventure motivating factors

Content (continued)

☐ defines and describes factors that contribute to the carrying capacity of an area and to visitor accessibility

☐ discusses factors and trends that affect the visitor demand for adventure/ecotourism

☐ discusses positive and negative social, cultural and environmental impacts of adventure/ecotourism activity

Presentation

☐ demonstrates effective use of a variety of communication media

☐ maintains acceptable grammatical and technical standards through proofreading and editing

☐ provides an introduction that describes the purpose and scope of the project

☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

☐ states a conclusion by analyzing and synthesizing the information gathered

☐ gives evidence of adequate research through a reference list of relevant information sources as required

COMMENTS

RESEARCH PROCESS: CAREER/BUSINESS OPPORTUNITIES **TOU3110–3**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	Observations Of Student	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Information Gathering and Processing	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Collaboration and Teamwork	4 3 2 1 0 N/A	3
Information Sharing	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

4 meets project/task objectives in a self-directed manner by selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.

3 meets project/task objectives in a self-directed manner, selects and uses resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.

2 meets project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.

1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.

0 has not completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets questions
- ☐ sets clear goals and establishes steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assess and refine approach to the task and project status based on feedback and reflection

Content
- ☐ researches the infrastructure and related industries for adventure/ecotourism

Content (continued)
- ☐ investigates the regulations that affect adventure/ecotourism operations including:
  - certification
  - liability
- ☐ discusses current issues and trends that affect employment in the adventure/ecotourism industry
- ☐ researches and discusses employment and business opportunities in adventure/ecotourism

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ displays effective communication and leadership skills

Information Sharing
- ☐ demonstrates effective use of a variety of communication media:
  e.g., written, oral, audio-visual
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing relevant information sources
- ☐ reflects on learning and considers opportunities

COMMENTS

PORTFOLIO ASSESSMENT TOU3110–4

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	3
Content	4 3 2 1 0 N/A	3
Presentation	4 3 2 1 0 N/A	3

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics are optional*)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively

Content
- ☐ describes/discusses the factors influencing recreation/adventure development decisions:
  - ☐ motivating factors
  - ☐ marketing
  - ☐ impact studies
  - ☐ carrying capacities
  - ☐ visitor accessibility
  - ☐ trends affecting visitor demand

Content (continued)
- ☐ identifies issues in adventure and ecotourism:
  - ☐ defines *recreational resource*
  - ☐ lists different types of recreational resources
  - ☐ compares user expectations
  - ☐ discusses management of environmental factors
  - ☐ evaluates the affect of climate and weather
  - ☐ discusses the impact of technology
  - ☐ discusses the impact of family life cycle and family situations
- ☐ develops a marketing plan for adventure/ecotourism site:
  - ☐ description of business
  - ☐ products and services offered
  - ☐ target market
  - ☐ pricing strategy
  - ☐ promotion plan

Presentation
- ☐ presents material effectively through neat physical layout, organization and packaging
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

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TOURISM STUDIES

SECTION H: LINKAGES/TRANSITIONS

This section of the GSI has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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CREDENTIALLING H.4

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Tourism Studies: Related Occupations H.7
Tourism Studies: Summary of Related Post-secondary Programs H.8
Credentialling Opportunities in Tourism Studies H.9

LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

Tourism Studies modules may be linked with modules from other CTS strands to enhance student learning and broaden awareness of specific areas. For example, modules from the Food theme of Tourism Studies may be linked with modules from the Foods strand, which includes the preparation of food products. Modules from the Travel theme may be linked with modules in Management and Marketing or Enterprise and Innovation. As well, teachers may wish to enhance the Attractions theme with modules from the Wildlife strand.

Career Transitions modules offer the possibility of internships and practicums, as well as project modules. Industry placements are an essential way for today's youth to experience the value of work, to develop pride in their work and to mature personally.

Many communities have opportunities for students to intern in the tourism industry or to work with a community organization in tourism events and activities. Internships allow students to observe and participate in daily operations, to develop direct contact with industry personnel, to ask questions about a career, and to perform certain work tasks. Possibilities are limited only by the imagination of the students, teachers and local community.

Potential linkages of Tourism Studies with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see "Connections with Other CTS Strands").

With Other Secondary Programs

Tourism Studies enhances learning from core areas including Social Studies (geography, culture), Science (environment), Physical Education and Career and Life Management. Tourism Studies also links with complementary programs such as Second Languages (e.g., French, Japanese).

Potential linkages of Tourism Studies with other core and complementary subject areas across the curriculum are identified in this section (see "Tourism Studies: Connections Across the Curriculum").

TRANSITIONS

To the Community/Workplace

Industry-recognized standards have been incorporated into the Tourism Studies curriculum (e.g., Quality Guest Service, Food Functions).

Information from the National Occupational Classification (NOC) regarding occupations in tourism-related areas that can be accessed upon completion of high school is provided in this section (see "Tourism Studies: Related Occupations").

To Related Post-secondary Programs

Tourism-related programs are offered at most post-secondary institutions in Alberta. Advanced placement for students with advanced level modules in Tourism Studies may become possible in some institutions in the future.

An outline of post-secondary institutions in Alberta currently offering programs in tourism-related areas is provided in this section (see "Tourism Studies: Summary of Related Post-secondary Programs").

CREDENTIALLING

One module, Quality Guest Service, offers students the opportunity to be awarded industry-recognized ALBERTA BEST Student Certificates if their teachers are registered ALBERTA BEST Student Trainers (see "Credentialling Opportunities in Tourism Studies").

LINKAGES – *Tourism Studies: Connections with Other CTS Strands*

Tourism Studies Modules	Other CTS Strands: Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Energy and Mines	Electro - Technologies	Enterprise and Innovation	Fashion Studies	Financial Management	Foods	Fabrication Studies	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Wildlife
Theme: Nature of the Industry																					
TOU1010: The Tourism Industry																					
TOU1020: People & Places																					
TOU1030: Quality Guest Service		▤	▤			▤															
TOU2010: Tourism Events			▤				▤			▤			▤						▤		
Theme: Food																					
TOU1040: The Food Sector													■						▤		
TOU2040: Food Functions													■								
TOU3030: Food Service Operations										▤			■								
Theme: Accommodation																					
TOU1050: The Accommodation Sector										▤									▤		
TOU2050: Meetings & Conferences			▤							▤			▤						▤		
TOU3040: Hotel/Motel Operations										▤									▤		
TOU3050: Alternative Accommodations	▤									▤					▤				▤		▤
Theme: Travel																					
TOU1060: The Travel Sector	▤														▤				▤		▤
TOU2060: Tourism Destinations 1																	▤				
TOU2070: Tourism Destinations 2																	▤				
TOU2080: Travel Planning																	▤		▤		
TOU3060: Travel Agency Operations										▤									▤		
TOU3070: Reservations & Ticketing																					
TOU3080: Air Transportation																			▤		
TOU3090: Surface Transportation																			▤		
Theme: Attractions																					
TOU1070: The Attractions Sector															▤		▤		▤		▤
TOU2090: Tourism Interpretation 1			▤																		
TOU2100: Tourism Interpretation 2			▤																		
TOU3100: Attractions Operations										▤							▤		▤		
TOU3110: Adventure & Ecotourism	▤									▤					▤				▤		▤

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.	■
Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.	▤

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LINKAGES – *Tourism Studies: Connections Across the Curriculum*

Across the Curriculum

Tourism Studies Modules	Junior High							Senior High											
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Nature of the Industry																			
TOU1010: The Tourism Industry																			
TOU102: People & Places		■							▤										▤
TOU103: Quality Guest Service					▤										▤				
TOU201: Tourism Events																			
Theme: Food																			
TOU1040: The Food Sector				▤		▤	▤				▤	▤	▤						
TOU2040: Food Functions				▤															
TOU3030: Food Service Operations				▤							▤	▤	▤						
Theme: Accommodation																			
TOU1050: The Accommodation Sector																			
TOU2050: Meetings & Conferences																			
TOU3040: Hotel/Motel Operations																			
TOU3050: Alternative Accommodations																			
Theme: Travel																			
TOU1060: The Travel Sector																			▤
TOU2060: Tourism Destinations 1		▤							▤										▤
TOU2070: Tourism Destinations 2		▤							▤										▤
TOU2080: Travel Planning		▤							▤										▤
TOU3060: Travel Agency Operations																			
TOU3070: Reservations & Ticketing																			
TOU3080: Air Transportation																			
TOU3090: Surface Transportation																			
Theme: Attractions																			
TOU1070: The Attractions Sector																			
TOU2090: Tourism Interpretation 1																			
TOU2100: Tourism Interpretation 2																			
TOU3100: Attractions Operations																			
TOU3110: Adventure & Ecotourism																			

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.	■
Provides some links with course content, usually through the application of related technologies and/or processes.	▤

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TRANSITIONS – *Tourism Studies: Related Occupations*

Information for this chart was obtained from the National Occupational Classification (NOC) descriptions.

Educational Requirements:

D: High School Education
C: Apprenticeship
B: College or Vocational Education
A: University

Occupation Profile	NOC#	D	C	B	A
Accommodation Service Manager	0632				✓
Amusement Attraction Operators and Other Amusement Occupations	6443	✓			
Banquet Catering Supervisor	0631			✓	
Cashier	6611	✓			
Cleaning Supervisor	6215	✓			
Conference and Event Planners	1226			✓	
Customer Service, Information and Related Clerks	1453			✓	
Executive Housekeeper	6213			✓	✓
Guest Services Attendant	6661	✓			
Hotel Front Desk Clerk	6435			✓	
Interpretative Naturalist	2121				✓
Other Attendants in Accommodation and Travel	6672	✓			
Other Service Supervisors	6216	✓		✓	
Outdoor Sport and Recreation Guides	6442	✓			
Pursers and Flight Attendants	6432	✓			
Recreation and Sports Administrator/Director	0513				✓
Recreation Coordinator/Supervisor	4167			✓	
Recreation Facility Operator	6671	✓			
Sales Representatives, Wholesale Trade (non-Technical)	6421			✓	
Social Planner	4164				✓
Ticket Agent	6433/6434	✓			
Tour and Travel Guides	6441	✓			
Travel Counsellors/Consultants	6431			✓	

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TRANSITIONS – *Tourism Studies: Summary of Related Post-secondary Programs*

	PUBLIC COLLEGES											APPRENTICESHIP TRADE	PRIVATE COLLEGES						TECH. INST.			UNIVERSITIES				VOCATIONAL COLLEGES			
	Alberta College of Art & Design	Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College		Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	Banff Centre	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Management (may include Tourism & Hospitality)		D	D	CD		D	CD	D2t	D2t	CD	C2t				B				VC D	CD	V	B	C	C	CD	V			C
Administration (may include Hotel/Restaurant)			CD	CD			CD		CD										VC	CD	V	CB (3y)B (4y)	VCD M	C	CB M				
Leisure, Tourism & Society/Recreation Administration / Leisure (degree programs with various specializations)						C		1t			2t			1t		1t							BM	B	BM				
Recreation, Leadership & Management / Leisure Services							CD	D	D											D								C	C
Building Services & Ground Maintenance (including Caretaking, Recreation/Leisure Facilities Operations & Maintenance, and Resident Management)		16w					CD		D										C	CD						VC	VC		
Restaurant Service (including Professional Food & Beverage Service)							V				CD									C(8w)									
Tourism/Travel (including Corporate Travel, Tourism & Hospitality Management and Travel Consultant/Consulting)				D			VC	CD			CD									CD 2t				CB					
Volunteer Management				C			V																						

CODES:

B	Bachelor's Degree	D	Diploma (2 years)	w	weeks
M	Master's Degree	V	Varies	m	months
Ph.D.	Doctoral Degree	1t	One-year transfer	y	years
C	Certificate (1 year or less)	2t	Two-year transfer		

*Information adapted from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

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CREDENTIALLING - *Credentialling Opportunities in Tourism Studies*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Tourism: ALBERTA BEST	Alberta Tourism Education Council		Quality Guest Service (TOU1030)	ALBERTA BEST Trainers	Knowledge, skills and attitudes of quality guest service. No renewal time frame Key contact for more information: Alberta Tourism Education Council, 1-800-265-1283

TOURISM STUDIES

SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI has been designed to provide a list of resources that support student learning.

Three types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary prior to use in school jurisdictions
- Additional: A list of local, provincial and national sources of information available to teachers, including the community, government, industry, and professional agencies and organizations.

The information contained in this Guide, although as complete and accurate as possible as of June 1997, is time-sensitive.

For the most up-to-date information on learning resources and newer editions/versions, consult the LRDC *Buyers Guide* and/or the agencies listed in the Distributor Directory at the end of this section.

CTS is on the Internet.
Internet Address:
http://ednet.edc.gov.ab.ca

TABLE OF CONTENTS

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and nonprint resources are available. Learning resources identified for CTS strands include print, software, video and CD-ROM formats. Also of significance and identified as appropriate throughout each strand are sources of information available through the Internet.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new CTS curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
  - – basic learning resources
  - – support learning resources
  - – teaching resources
- Other Resources
- Additional Sources.
- Distributor Directory.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the Career and Technology Studies video series produced by ACCESS: The Education Station. Further information is provided in relevant sections of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a module correlation to the CTS modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ACC	Title	Author	1010	2010	3010
	Bibliographic Information				
	Annotation				

Distributor Code - see Distributor Directory

1 = Introductory
2 = Intermediate
3 = Advanced

Indicates module number

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB T5L 4X9
Telephone: 403–427–5775 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–9750
Internet: http://ednet.edc.gov.ab.ca/lrdc

Please check LRDC for availability of videos.

RESOURCE POLICY

Alberta Education withdraws learning and teaching resources from the provincial list of approved materials for a variety of reasons; e.g., the resource is out of print; a new edition has been published; the program has been revised. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. **Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit, Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Telephone: 403–422–4872 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–0576
Internet: http://ednet.edc.gov.ab.ca

Note: Owing to the frequent revisions of computer software and their specificity to particular computer systems, newer versions may not be included in this guide. However, schools may contact the LRDC directly at 403–427–5775 for assistance in purchasing computer software.

Trademark Notices: Microsoft, Access, Excel, FoxPro, Mail, MS-DOS, Office, PowerPoint, Project, Publisher, Word, Visual Basic, Visual C++, Windows, Windows NT, and Works are either registered trademarks or trademarks of Microsoft Corporation. Apple, Mac, Macintosh, and Power Macintosh are either registered trademarks or trademarks of Apple Computer, Inc. Other brand and product names are registered trademarks or trademarks of their respective holders.

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for the use in the Tourism Studies curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Foundation Leisure and Tourism Options.* J. Sutherland and D. Canwell. Hodder & Stoughton Educational, 1996. Activities and case studies are used within every unit and key skills are integrated throughout the book. Included are units on exploring leisure and recreation, investigating business and the community, preparing tourist information materials, preparing presentations and displays, financial considerations and working as part of a team.	1060	2050 2060 2070 2080 2090	3060 3110
LRDC	*Passport: An Introduction to the Travel and Tourism Industry.* (Canadian edition.) David W. Howell. Nelson Canada, 1995. Provides an overview of the travel and tourism industry and is designed to help students understand the roles played by various personnel involved in travel and tourism. An instructor's guide is available.	1010 1020 1050 1060 1070	2050 2060 2080	3030 to 3110
LRDC	*Regional Dynamics: A Geography of Travel and Tourism.* G. Cartwright and G. Pierce. Oxford University Press, 1995. This textbook describes the global travel and tourism industry. Activities range from lower to higher skills. Key features include signposts, end points, snapshots, "focus on" boxes, and excursions. "Hands On" activities in travel planning. The teacher's resource provides good support such as appropriate answers to questions; and complete maps and graphs to help with evaluation of students' work. Additional readings and activities, lists of useful contacts and resources and reproducible worksheets are included.	1010 1020 1060 1070	2060 2070 2080	3060
LRDC	*Restaurant Marketing* (2nd edition.) (Career Competencies in Marketing Series.) William O. Smith. Whitby, ON: McGraw-Hill Ryerson, 1990. Includes an overview of the food service industry, marketing, communications, food preparation and service, pricing and administration. Each unit includes an extensive project that relates to the unit material. Teacher's manual and key is available.	1040	2040	3030

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Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Tourism and Travel: Focus Canada: A Guide to Canada's Tourism Industry and its Careers.* (4th edition.) Veronica Timmons. Vancouver, BC: Getaway Publications, 1994. Student resource and computer disk. Provides information about the different sectors of the industry and how they are organized. Contains information about most entry-level jobs and available career paths.	1010 1020 1050 1070	2010 2020 2060 to 2090	3030 to 3110

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Back Roads of Northern Alberta.* Joan Donaldson-Yarmey. Edmonton, AB: Lone Pine Publishing, 1992. This guide to the hidden treasures of Northern Alberta covers the area from Edmonton to Wood Buffalo National Park and from the Rockies to Saskatchewan. Small towns, Alberta history, artists, museums, historic sites, trivia and Alberta heritage are featured within.	1010 1060 1070	2080 2090 2100	3110
LRDC	*Back Roads of Southern Alberta.* Joan Donaldson-Yarmey. Edmonton, AB: Lone Pine Publishing, 1992. This guide to the hidden treasures of Northern Alberta covers the area from Edmonton to Wood Buffalo National Park and from the Rockies to Saskatchewan. Small towns, Alberta history, artists, museums, historic sites, trivia and Alberta heritage are featured within.	1010 1060 1070	2080 2090 2100	3110
LRDC	*Canadian Rockies Access Guide, The.* (Revised 3rd edition.) J. Dodd and G. Helgason. Edmonton, AB: Lone Pine Publishing, 1991. *The Canadian Rockies Access Guide* tries to answer "What can I do there for travellers in the Canadian Rockies". It is an excellent resource for students (and anyone else) planning to travel in the area and looking to make the most out of their visit. Points of interest, trails, other attractions, back-country accommodations and more is provided from Waterton to Jasper, Banff to Kananaskis.	1060 1070	2060 2080	3050 3110
ACC	*Career and Technology Studies: Key Concepts.* Edmonton, AB: ACCESS: The Education Station. A series of videos and utilization guides relevant to all CTS strands. The series consist of: *Anatomy of a Plan; Creativity; Electronic Communication; The Ethics Jungle; Go Figure; Innovation; Making Ethical Decisions; Portfolios; Project Planning; Responsibility* and *Technical Writing*.	all	all	all
LRDC	*Destinations: The Role of the Travel Writer.* L. Steele. Creative Curriculum Inc., 1995. Focuses on the career and role of the travel writer in the various facets of the tourism industry. The resource is colour-coded into three sections: teacher's guide, student notes, and 62 worldwide travel destinations. Teachers are provided with lesson plans and learning outcomes, notes for students and suggestions for evaluation.	1010 1020 1060	2060 2070	

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Student's Travel Map, The: A Guide to Tourism Careers, Education and Training*. Canadian Tourism Human Resource Council, 1995. This resource provides a good overview of the tourism industry in Canada, particularly how it is organized and the jobs/careers available within each organizational group. Each job is described in detail and includes job level, duties, education requirements, industry experience requirements and career paths available.	1010 1040 1050 1060 1070		
LRDC	*TENGBOCHE: A Threatened Sanctuary*. (Everest Connection Series.) MediCinema Ltd., 1988. Video. This 27-minute video provides a case study in how Western tourism can affect an exotic sheltered culture. It tells the story of a Tibetan Bhuddist monastery located in the Himalayan Mountains of Nepal, which has seen its student enrollment drop as young boys enter the tourist economy instead. The film follows a Canadian-sponsored attempt to remedy this situation throughout the building of a new school that combines both secular and religious studies. The project is spearheaded by Sir Edward Hillary, who appears in the film. This is an excellent resource for the People and Places module.	1020	2070	3100 3110
LRDC	*Tourism Exercises and Activities*. Jeff Carpenter. Toronto, ON: Hodder & Stoughton, 1990. Provides 125 different exercises, many of which are suitable for introductory and intermediate level students studying the "Nature of the Industry" and "Travel" themes. Examples are drawn from the British/Irish context but are transferable to the Canadian situation.	1010 1020 1030 1060	2060	
LRDC	*Tourism Studies 101 (TOU 101): The Tourism Industry*. Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Student Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources that can be used by teachers. The key to the final exam is included.	1010		

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Tourism Studies 104 (TOU 104): Tourism Food Sector.* Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Student Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources that can be used by teachers. The key to the final exam is included.	1040		
LRDC	*Tourism Studies 105 (TOU 105): Tourism Accommodation Sector.* Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Student Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources that can be used by teachers. The key to the final exam is included.	1050		
LRDC	*Tourism Studies 205 (TOU 205): Meetings and Conferences.* Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Student Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources that can be used by teachers. The key to the final exam is included.		2050	
LRDC	*Travel and Tourism: A World Regional Geography.* Christine Hannell, Robert Harshman and Graham Draper. Toronto, ON: John Wiley & Sons, 1992. Links issues and trends in 11 sample regions around the world with the travel and tourism industry in each. Provides a variety of learning experiences including planning and collaborative activities.	1010 1020 1060 1070	2060 2070 2080	3060

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TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Passport: An Introduction to the Travel and Tourism Industry.* (Canadian edition.) David W. Howell. Nelson Canada, 1995. Instructor's Manual. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Regional Dynamics: A Geography of Travel and Tourism.* G. Cartwright and G. Pierce. Oxford University Press, 1995. Teacher's Resource. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Restaurant Marketing.* (2nd edition.) (Career Competencies in Marketing Series.) William O. Smith. Whitby, ON: McGraw-Hill Ryerson, 1990. Teacher's Manual and Key. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Tourism Studies 101 (TOU 101): The Tourism Industry.* Alberta Distance Learning Centre (ADLC), 1996. Learning Facilitator's Manual. See Support Learning Resources for annotation and module correlation.			
LRDC	*Tourism Studies 104 (TOU 104): Tourism Food Sector.* Alberta Distance Learning Centre (ADLC), 1996. Learning Facilitator's Manual. See Support Learning Resources for annotation and module correlation.			
LRDC	*Tourism Studies 105 (TOU 105): Tourism Accommodation Sector.* Alberta Distance Learning Centre (ADLC), 1996. Learning Facilitator's Manual. See Support Learning Resources for annotation and module correlation.			
LRDC	*Tourism Studies 205 (TOU 105): Meetings and Conferences.* Alberta Distance Learning Centre (ADLC), 1996. Learning Facilitator's Manual. See Support Learning Resources for annotation and module correlation.			

TOURISM STUDIES RESOURCES

THEME CODE:
A. Nature of the Industry
B. Food
C. Accommodation
D. Travel
E. Attractions

FORMAT CODE:
p - Print
v - Video
s - Software

STATUS CODE:
B - Basic
S - Support
T - Teaching
O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

	Format	Status	Junior/Senior High	The Tourism Industry	People and Places	Quality Guest Service	The Food Sector	The Accommodation Sector	The Travel Sector	The Attractions Sector	Tourism Events	Food Functions	Meetings and Conferences	Tourism Destinations 1	Tourism Destinations 2	Travel Planning	Tourism Interpretation 1	Tourism Imperpretation 2	Food Service Operations	Hotel/Motel Operations	Alternative Accommodation	Travel Agency Operations	Reservations & Ticketing	Air Transportation	Surface Transportation	Attractions Operations	Adventure & Ecotourism
LEVEL				1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME				A	A	A	B	C	D	E	A	B	C	D	D	D	E	E	B	C	C	D	D	D	D	E	E
Module Number				1010	1020	1030	1040	1050	1060	1070	2010	2040	2050	2060	2070	2080	2090	2100	3030	3040	3050	3060	3070	3080	3090	3100	3110
Back Roads of Northern Alberta	*p*	S	J/S	X					X	X						X	X	X									X
Back Roads of Southern Alberta	*p*	S	J/S	X					X	X						X	X	X									X
Canadian Rockies Access Guide, The	*p*	S	J/S						X	X				X		X					X						X
Destinations: The Role of the Travel Writer	*p*	S	J/S	X	X				X					X	X												
Foundation Leisure and Tourism Options	*p*	B	J/S						X				X	X	X	X	X					X					X
Passport: An Introduction to the Travel and Tourism Industry				X	X			X	X	X			X	X		X			X	X	X	X	X	X	X	X	X
Text	*p*	B	J/S																								
Instructor's Manual	*p*	T	J/S																								
Regional Dynamics : A Geography of Travel and Tourism				X	X				X	X				X	X	X			X								
Text	*p*	S	J/S																								
Teacher's Resource	*p*	T	J/S																								
Restaurant Marketing (2nd Ed.)	*p*	B	J/S				X					X							X								
Teacher's Manual & Key	*p*	T	J/S																								
Student's Travel Map, The: A Guide to Tourism Careers, Education and Training	*p*	S	J	X			X	X	X	X																	
Tourism and Travel: Focus Canada: A Guide to Canada's Tourism Industry and Its Careers	*p*	B	J/S	X	X			X		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X
Tourism Exercises and Activities	*p*	S	J/S	X	X	X			X					X													
Tourism Studies 1010 (TOU1010): The Tourism Industry				X																							
Student Module Booklet	*p*	S	J																								
Student Assignment Booklet	*p*	S	J																								
Learning Facilitator's Manual	*p*	T	J																								
Tourism Studies 1040 (TOU1040): The Food Sector							X																				
Student Module Booklet	*p*	S	J																								
Student Assignment Booklet	*p*	S	J																								
Learning Facilitator's Manual	*p*	T	J																								

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TOURISM STUDIES RESOURCES

THEME CODE:
A. Nature of the Industry
B. Food
C. Accommodation
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2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

LEVEL				1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME				A	A	A	B	C	D	E	A	B	C	D	D	D	E	E	B	C	C	D	D	D	D	E	E
	Format	Status	Junior/Senior High	The Tourism Industry	People and Places	Quality Guest Service	The Food Sector	The Accommodation Sector	The Travel Sector	The Attractions Sector	Tourism Events	Food Functions	Meetings and Conferences	Tourism Destinations 1	Tourism Destinations 2	Travel Planning	Tourism Interpretation 1	Tourism Imperpretation 2	Food Service Operations	Hotel/Motel Operations	Alternative Accommodation	Travel Agency Operations	Reservations & Ticketing	Air Transportation	Surface Transportation	Attractions Operations	Adventure & Ecotourism
Module Number				1010	1020	1030	1040	1050	1060	1070	2010	2040	2050	2060	2070	2080	2090	2100	3030	3040	3050	3060	3070	3080	3090	3100	3110
Tourism Studies 1050 (TOU1050): The Accommodation Sector								X																			
Student Module Booklet	*p*	S	J																								
Student Assignment Booklet	*p*	S	J																								
Learning Facilitator's Manual	*p*	T	J																								
Tourism Studies 2050 (TOU2050): Meetings and Conferences													X														
Student Module Booklet	*p*	S	J																								
Student Assignment Booklet	*p*	S	J																								
Learning Facilitator's Manual	*p*	T	J																								
TENGBOCHE: A Threatened Sanctuary	*v*	S	J/S		X										X								X				X
Travel and Tourism: A World Regional Geography	*p*	S	J/S	X	X				X	X				X	X	X						X					
OTHER RESOURCES																											
Alberta Trivia (Revised Ed.)	*p*	O	J	X	X																						
Alberta's Parks: Our Legacy	*p*	O	J		X				X	X																	
Beryn Ice Cream Company: A Management and Marketing Simulation (2nd Ed.)	*p*	O	S																	X							
Code of Ethics and Guidelines for Sustainable Tourism	*p*	O	J	X	X																						
Complete Guide for the Meeting Planner, The	*p*	O	S								X		X														
Cruise Book, The: From Brochure to Bon Voyage	*p*	O	J/S						X							X						X					
Dictionary of Hospitality, The, Travel and Tourism (3rd Ed.)	*p*	O	J	X																							
Effective Communication in the Travel Industry	*p*	O	S										X			X	X	X		X							
Encarta 96 World Atlas	*s*	O	J/S						X					X	X	X											

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LEVEL				1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME				A	A	A	B	C	D	E	A	B	C	D	D	D	E	E	B	C	C	D	D	D	D	E	E
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Explorations: Travel Geography and Destinations Study	*p*	O	J						X					X	X	X											
First Class: An Introduction to Travel and Tourism	*p*	O	S													X				X		X	X	X	X		
Front Office Assignments	*p*	O	J/S					X														X					
Getting a Job in the Travel Industry	*p*	O	J	X																							
Guidelines for the Development and Operation of a Bed and Breakfast Home in Alberta	*p*	O	J/S					X													X						
Handbook of Professional Tour Management (2nd Ed.)	*p*	O	S													X						X					
Hospitality and Travel Marketing	*p*	O	S																	X		X					
Hospitality Marketing: Travel and Tourism	*p*	O	S													X						X	X		X		
Impaired Driving Program	*p*	O	J/S			X	X												X								
Interpreters' Handbook Series	*p*	O	S														X	X									
Introduction to the Conventions, Expositions and Meetings Industry	*p*	O	S										X														
Is There a Tourism Career in Your Future?	*p*	O	J	X			X	X	X	X																	
Looking At Tourism	*p*	O	J/S	X																				X	X		
Management of Visitor Attractions and Events, The	*p*	O	J/S							X																X	
Marketing Hospitality	*p*	O	J	X																							
Minimum Standards for Approved Campgrounds and Trailer Parks	*p*	O	J/S					X													X						
Minimum Standards for Approved Guest Ranchers and Country Vacations	*p*	O	J/S					X													X						
National Geographic Traveller	*p*	O	S											X	X												
On the Backroads: British Columbia Wine Country: A Tour of Four Unique Wine Regions in British Columbia	*v*	O	J/S				X					X	X	X													

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LEVEL				1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME				A	A	A	B	C	D	E	A	B	C	D	D	D	E	E	B	C	C	D	D	D	D	E	E
Module Number				1010	1020	1030	1040	1050	1060	1070	2010	2040	2050	2060	2070	2080	[illegible]	2100	3010	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Report of the Environmental Legislation Review Panel	p	O	S	X	X																						
Tourism: Joining Alberta's Best	p	O	J	X																							
Tourism in Alberta	p	O	J	X	X																						
Tourism on the Threshold	p	O	J	X																							
Tourism Principles, Practices, Philosophies	p	O	J/S	X	X				X					X		X						X		X	X	X	X
Tourism: The Human Perspective	p	O	J/S	X	X	X		X	X	X				X	X												
Travel Agency of D.C., The: A Job Simulation (2nd Ed.)	p	O	S																			X					
Travel and Tourism Marketing Techniques (2nd Ed.)	p	O	S																X	X		X		X	X	X	
Traveller's World Destination Geography, The	p	O	S											X	X												
Ultimate Service: The Complete Handbook to the World of the Concierge	p	O	J/S			X						X															
Your Career In Travel, Tourism and Hospitality	p	O	J/S				X	X	X										X	X		X					
OCCUPATIONAL STANDARDS																											
Food and Beverage Server	p	O	J/S				X					X							X								
Bartender	p	O	J/S				X	X											X	X							
Maitre d'	p	O	J/S				X												X								
Host/Hostess	p	O	J/S				X												X								
Local Tour Guide	p	O	J/S						X								X	X									
Housekeeping Room Attendant	p	O	J/S					X												X	X						
Beverage Services Manager	p	O	J/S				X	X											X	X							
Outdoor Guide - Core Skills	p	O	J/S							X							X	X									X
ACCOMMODATION																											
Front Desk Courtesy	v	O	S																	X							
Front Office - Handling Guest Complaints	v	O	S																	X							
Guest Service - Building a Professional Team	v	O	J			X																					

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THEME				A	A	A	B	C	D	E	A	B	C	D	D	D	E	E	B	C	C	D	D	D	D	E	E
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Guest Service - Putting the Guest First	*v*	O	J		X	X																					
Handling Reservations Properly	*v*	O	S																	X							
Hotel Security	*v*	O	J		X																						
Housekeeping - Communications and Motivation	*v*	O	J/S					X												X							
Providing Professional Bell Service	*v*	O	S																	X							
CAREERS																											
Alberta - Accent on Excellence	*v*	O	J/S				X												X								
Alberta In All Her Majesty	*v*	O	J	X					X																		
ARFA: Making It Happen	*v*	O	S																X								
Careers Café	*v*	O	J/S				X												X								
Hotel/Motel Careers - Check In Today	*v*	O	J					X																			
Here	*v*	O	J	X																							
Joining Alberta's Best	*v*	O	J	X																							
Surprise It's Tourism	*v*	O	J	X																							
CUSTOMER RELATIONS																											
Conflict and Confrontation	*v*	O	J			X																					
How to Handle the Irate, Angry, Rude, Unhappy and Sometimes Abrasive Caller on the Phone	*v*	O	J			X																					
Dealing with Angry Customers	*v*	O	J			X																					
Dealing with People	*v*	O	J			X																					
Dealing with People on the Telephone	*v*	O	J			X																					
Explosive Situations: Defusing the Angry Customer	*v*	O	J			X																					
Handling Complaints	*v*	O	J			X																					
Handling Customer Complaints	*v*	O	J			X																					
It's Up to You	*v*	O	J			X																					
Managing Customer Service	*v*	O	J			X																					
New Handling Complaints	*v*	O	J			X																					
Positive Attractions	*v*	O	J			X																					

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THEME				A	A	A	B	C	D	E	A	B	C	D	D	D	E	E	B	C	C	D	D	D	D	E	E
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Telephone Courtesy Pays	v	O	J			X																					
Telephone Courtesy Pays Off	v	O	J			X																					
Telephone Manners	v	O	J			X																					
Turnabout - Put Yourself in the Customer's Shoes	v	O	J			X																					
Winning With Customers	v	O	J			X																					
FOOD SERVICE																											
Art of the Restaurant Service Processional	v	O	J/S				X												X								
Banquet Service	v	O	J/S				X					X															
Better Banquet	v	O	S									X															
Buffet Layout and Service	v	O	J/S				X					X															
Cafeteria Service	v	O	J				X																				
Professional Dining Room Service	v	O	J/S				X												X								
MANAGEMENT AND SELF-DEVELOPMENT																											
Keeping Your Mind on the Job	v	O	J			X		X																			
Tourism is Your Business	v	O	S																	X							
Welcome to the Future	v	O	J	X																							
What's Cooking	v	O	J				X																				
SANITATION AND HYGIENE																											
Sanitation and Hygiene: Why the Importance	v	O	S									X															
Sanitation: Conquering Kitchen Germs	v	O	S									X															

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OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
LPP	*Alberta Trivia.* (Revised edition.) Don Blake. Edmonton, AB: Lone Pine Publishing, 1992. Includes photos and descriptions of history, services, transportation, sports, cities and towns, parks, museums, zoos, etc. A reference for games, quizzes and general interest.	1010 1020		
ARPW	*Alberta's Parks: Our Legacy.* Donna von Hauff. Edmonton, AB: Alberta Recreation, Parks and Wildlife Foundation, 1992. A classroom or library reference that describes the parks in each geographical region of Alberta. Contains colour pictures, a short description of each park, a timeline of the history of Alberta parks and a trivia section.	1020 1060 1070		
HMF	*Beryn Ice Cream Company: A Management and Marketing Simulation.* (2nd edition.) June Dostal. Markham, ON: Houghton Mifflin Co., 1989. A management/marketing simulation where students take an entry-level management position to work in six departments of the company: Operations, Marketing, Production, Information Processing, Finance and Personnel. The student workbook contains all necessary information and forms to make this a possible independent study unit. Teacher's manual has completed forms and suggested answers.			3040
TIAC	*Code of Ethics and Guidelines for Sustainable Tourism.* Tourism Industry Association of Canada (TIAC). National Round Table on the Environment and the Economy.	1010 1020		
NEL	*Complete Guide for the Meeting Planner, The.* David R. Jedrziewski. Cincinnati, OH: South-Western Publishing Co., 1991. The text/workbook format is suitable for high school students to help them understand how to use guidelines and checklists. The material is arranged in chronological order from the earliest stage of planning a meeting/conference to evaluation of the event. Each part is independent and includes one exercise that can be completed in the classroom and one that requires research and observation in the field. Students can apply the knowledge and practise the skills required for a successful event. Note: Resource lists are for United States.		2010 2050	

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
NEL	*Cruise Book, The: From Brochure to Bon Voyage.* Hal Gold. Scarborough, ON: Nelson Canada, 1990. Examines the techniques and technicalities of the cruise industry: the psychology of the cruise (history and contemporary trends), detailed information on all major cruise lines (itineraries and evaluations), and in-depth material describing the development of the cruise market and the opportunities to bring this recreational activity to a mass market. Instructor's guide includes chapter overviews, answers to text questions and discussion possibilities.	1060	2080	3060
NEL	*Dictionary of Hospitality, The, Travel and Tourism.* (3rd edition.) Charles J. Metalka. Scarborough, ON: Nelson Canada, 1990. Over 3000 entries define clearly and concisely terms from various fields within the tourism industry. Includes appendix of associations, organizations and government bodies involved in the tourism industry. American.	1010		
NEL	*Effective Communication in the Travel Industry.* Robert T. Reilly. Scarborough, ON: Nelson Canada, 1990. This easy-to-follow book discusses the principles of communication and applies them to the travel industry. Designed to help students develop the communication skills necessary to function as travel professionals. Instructor's guide has chapter overviews and answer key. Note: This classroom reference may be used when working on letters, advertisements, presentations and proposals.		2050 2080 2090 2100	3040
MCI	*Encarta 96 World Atlas.* Microsoft Home, 1996. CD-ROM. *Encarta 96* is a great learning tool for students who want to learn about continents, sights and sounds in a fun way. It gives students good information about the world we live in so they can plan travel adventures for themselves and others.	1060	2060 2070 2080	
PHC	*Explorations: Travel Geography and Destinations Study.* Janice L. Landry and Anna H. Fesmire. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1994. Combines geographical knowledge with a study of travel destinations. Includes chapter reviews, "up-close" and at-a-glance sections.	1060	2060 2070 2080	

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
MHR	*First Class: An Introduction to Travel and Tourism.* Dennis L. Foster. Mission Hills, CA: McGraw-Hill Ryerson Ltd., 1990. Textbook covers the history, scope and functions of the industry, and develops an understanding of and skills in constructing itineraries: using the Official Airline Guide; calculating air tariffs and fares; domestic and international ticketing; handling hotel, motel, resort reservation; booking tour and car rentals; and using references and resources. Provides overview of job opportunities, responsibilities and professionalism. Instructor's guide has supplementary aids, lesson plans and sample assignments and quizzes. Note: In-depth discussion of procedures may be appropriate for higher levels.		2080	3040 3060 3070 3080 3090
CCP	*Front Office Assignments.* Chris Baird and Linda Carter. London, England: Pitman, 1988. A collection of assignments, case studies and exercises that provide ideas for classroom and student-centred learning. Note: Currency, location, etc., are British.	1050		3060
NEL	*Getting a Job in the Travel Industry.* Robert Zedlitz. Cincinnati, OH: South-Western Publishing Co., 1989. A step-by-step guide to obtaining a career position in the travel industry. It also tells students how to leave a job peacefully and with excellent references. Binder, instructor's manual are available.	1010		
ALT	*Guidelines for the Development and Operation of a Bed and Breakfast Home in Alberta.* Edmonton, AB: Alberta Tourism. A manual intended to assist prospective hosts to plan, develop and operate a bed-and-breakfast business. Regulations that may affect the operations of such a facility are mentioned.	1050		3050
NEL	*Handbook of Professional Tour Management.* (2nd edition.) Robert T. Reilly. Scarborough, ON: Nelson Canada, 1991. The textbook provides a comprehensive foundation for understanding all the elements that go into producing and directing a group tour: planning, developing, and costing are covered, as well as conducting a tour from the time it leaves its home base until it returns. Instructor's guide has chapter overviews and answer key.		2080	3060

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Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
NEL	*Hospitality and Travel Marketing.* Alastair M. Morrison. Albany, NY: Delmar Publishers Inc., 1989. Textbook provides comprehensive and systematic coverage of marketing theory and techniques for the hospitality and travel sectors. Instructor's manual has transparencies, assignments and answers. Note: Intended for second- to fourth-year post-secondary students and may not suit a high school audience. May be used as a reference for teachers.			3040 3060
MHR	*Hospitality Marketing: Travel and Tourism.* Cindy Saulness. Mission Hills, CA: McGraw-Hill Ryerson Ltd., 1992. Textbook and teacher's manual provide an overview of travel and tourism industry and careers, basic marketing and trends, airline and surface travel reservations, and sales applicable to travel agency operations.		2080	3060 3070 3090
DJUS	*Impaired Driving Program.* Edmonton, AB: Solicitor General. Describes the designated driver concept and outlines the programs that are operational in Alberta, Canada and the United States. Also provides an overview of the Alberta-wide program.	1030 1040		3030
UWS	*Interpreters' Handbook Series.* Stevens Point, WI: University of Wisconsin–Stevens Point Foundation Press Inc. Series contains The Interpreters Guidebook: Techniques for Programs and Presentations (1992); Signs, Trails, and Wayside Exhibits: Connecting People and Places; Creating Environmental Publications: A Guide to Writing and Designing for Interpreters and Environmental Educators (1992); and Making the Right Connections: A Guide for Nature Writers.		2090 2100	
NEL	*Introduction to the Conventions, Expositions and Meetings Industry.* Denney G. Rutherford. New York, NY: Van Nostrand Reinhold, 1990. Intended for the post-secondary level, this text discusses the convention and meetings industry in a number of categories including associations, convention facilities, meeting planners, hotels and facilities, exhibitors, transportation, and food and beverage. Appendices include convention industry contact addresses in the United States. No pictures and few charts or diagrams. Suitable as a teacher resource.		2050	
TRC	*Is There a Tourism Career in Your Future?* Edmonton, AB: Alberta Tourism Education Council. This booklet includes general tourism information in the form of a quiz followed by information on career options in tourism.	1010 1040 1050 1060 1070		

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
LRDC	*Looking at Tourism.* D. Anderton. Hodder & Stoughton Educational, 1995. A wide-ranging introduction that covers many key issues including how tourism is marketed, economic benefits and geological issues.	1010		3080 3090
PHC	*Management of Visitor Attractions and Events, The.* John Walsh-Heron and Terry Stevens. Englewood Cliffs, NJ: Prentice-Hall Canada Inc., 1990. Hands-on approach to visitor attractions and events: the structure of the sector and how it functions, and how to develop a career in it.	1070		3100
JWS	*Marketing Hospitality.* Tom Powers. New York, NY: John Wiley and Sons, Inc., 1990. Textbook provides comprehensive information on marketing from a hospitality perspective. Study guide available.	1010		
ALT	*Minimum Standards for Approved Campgrounds and Trailer Parks.* Edmonton, AB: Alberta Tourism, updated June 1988. Includes campground classifications, regulations and procedures for development.	1050		3050
ALT	*Minimum Standards for Approved Guest Ranches and Country Vacations.* Edmonton, AB: Travel Alberta, July 1985. Lists minimum standards for approval of these accommodation facilities, recommendations and guidelines for operation.	1050		3050
NGS	*National Geographic Traveller.* Washington, DC: National Geographic Society. Contains regular columns and feature articles on travel destinations around the world. Periodical published six times a year. A reference for destination studies, advertising and marketing.		2060 2070	
EPPC	*Report of the Environmental Legislation Review Panel.* Edmonton, AB: 1991. Makes recommendations regarding the proposed Alberta Environmental Protection and Enhancement legislation and includes a summary of written and oral submissions from the public from 12 locations in Alberta.	1010 1020		

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
TRC	*Tourism: Joining Alberta's Best.* Edmonton, AB: Alberta Tourism Education Council, 1990. Classroom presentation, delivered by industry representatives by appointment, is designed to increase student awareness of career opportunities in tourism.	1010		
ECA	*Tourism in Alberta.* Pamela Wight. Edmonton, AB: Environment Council of Alberta, 1988. Discussion paper about the potential for a partnership between tourism and the environment and the implications of policy development.	1010 1020		
JWS	*Tourism Principles, Practices, Philosophies.* Robert W. McIntosh and Charles R. Goeldner. New York, NY: John Wiley & Son, Inc., 1990. A post-secondary level text that includes major concepts in tourism, what makes tourism possible, how tourism can become an important economic factor, study approaches, travel motivators, development principles, marketing, research, consumerism and some hypotheses for the future. Instructor's manual and test bank available.	1010 1020 1060	2060 2080	3060 3080 3090 3100 3110
LRDC	*Tourism: The Human Perspective.* R. Voase. Hodder & Stoughton, 1995. This resource focuses on the individual's experience of tourism, looking at the factors that make people become tourists. The book also examines the marketing and promotion of tourist destinations and the ingredients that make up a popular and profitable holiday package.	1010 1020 1030 1050 1060 1070	2060 2070	
NEL	*Travel Agency of D.C., The: A Job Simulation.* (2nd edition.) Margaret Ames. Cincinnati, OH: South-Western Publishing Co., 1991. A self-contained package that simulates the position of a travel agent in an agency. Introduces realistic travel agency procedures and activities. Entire simulation requires about 25 to 35 hours to complete. Includes manuals, forms and documents required by the student, and an instructor's guide and cassette.			3060
NEL	*Travel and Tourism Marketing Techniques.* (2nd edition.) Robert T. Reilly. Scarborough, ON: Nelson Canada, 1988. Textbook describes market research, types of media and their use, and specific information on advertising in the different sectors. Teacher's guide has chapter overviews and answer key.			3030 3040 3060 3080 3090 3100

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No. 1	2	3
NEL	*Traveller's World Destination Geography, The.* Robert Lee Sebo. Cincinnati, OH: South-Western Publishing Co., 1991. Textbook provides a broad knowledge of world geography, destinations and cultures. Includes overview and detailed maps. Teacher's manual includes an answer key to the chapter questions and chapter tests, and transparencies.		2060 2070	
PRC	*Ultimate Service: The Complete Handbook to the World of the Concierge.* Holly Stiel and Della Collins. Englewood Cliffs, NJ: Prentice-Hall Inc., 1994. Covers all aspects of "concierge land" in an informative, common-sense style. Includes good ideas, danger signs and anecdotes.	1030	2040	
NEL	*Your Career In Travel, Tourism & Hospitality.* Laurence Stevens. Albany, NY: Delmar Publishers Ltd., 1988. Textbook describes career opportunities in airlines, travel agencies, tour operations, accommodation, food service and the tourism industry infrastructure.	1040 1050 1060		3030 3040 3060
	OCCUPATIONAL STANDARDS			
ATEC	Food and Beverage Server	1040	2040	3030
ATEC	★ Bartender	1040 1050		3030 3040
ATEC	Maître d'	1040		3030
ATEC	Host/Hostess	1040		3030
ATEC	Local Tour Guide	1060	2090 2100	
ATEC	Housekeeping Room Attendant	1050		3040 3050
ATEC	Beverage Services Manager	1040 1050		3030 3040
ATEC	Outdoor Guide—Core Skills	1070	2090 2100	3110

★Students must be at least 18 years of age to serve alcohol.

A number of other occupational standards are available. Contact ATEC (See Distributor Directory) for more information.

Other Resources (continued)

VIDEO RESOURCES

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
	ACCOMMODATION			
TRC	*Front Desk Courtesy.* Scarborough, ON: Omega Films Ltd. Shows how front desk employees influence guests' impressions of the establishment. Examples of good and poor courtesy are shown, including handling problems, suggestive selling and dealing with problem guests. (11 min.)			3040
TRC	*Front Office—Handling Guest Complaints.* East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Promotes positive techniques for handling most complaints. (25 min.)			3040
AHMA	*Front Office—Registering the Guest.* East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Goes through the steps of registering a guest smoothly and efficiently. (25 min.)			3040
TRC	*Guest Service—Building a Professional Team.* East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Outlines how customers and employees can benefit from professional service. (14 min.)	1030		
TRC	*Guest Service—Putting the Guest First.* East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Shows how important the employees' attitudes are to their work and how their behaviour and their guests' behaviour can be affected by events unrelated to work. (17 min.)	1020 1030		
AHMA	*Handling Reservations Properly.* East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Goes through the steps that could eliminate problems and improve service in reservations. (19 min.)			3040

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
TRC	*Hotel Security.* Scarborough, ON: Omega Films Ltd. Raises security awareness and illustrates fundamental precautions that reduce risk to guests. (32 min.)	1020		
TRC	*Housekeeping—Communications and Motivation.* East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Outlines the importance of the housekeeping department to the success of the facility. (20 min.)	1050		3040
AHMA	*Providing Professional Bell Service.* East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Describes the role of a guest services attendant. (22 min.)			3040
	CAREERS			
TRC	*Alberta—Accent on Excellence.* Edmonton, AB: Alberta Culinary Arts Foundation. Highlights the success of Alberta chefs at the World Culinary Olympics and looks at career opportunities in this area. (12 min.)	1040		3030
ALT	*Alberta In All Her Majesty.* Edmonton, AB: Alberta Tourism. Describes Alberta and its beauty. (13 min.)	1010 1060		
TRC	*ARFA: Making It Happen.* Edmonton, AB: Alberta Restaurant and Foodservices Association. Identifies the scope and importance of the food services industry in Alberta. Provides an overview of the Alberta Restaurant and Foodservices Association and highlights the programs, services and benefits provided by ARFA to the restaurant and food services industry in Alberta. (10 min.)			3030
CRF	*Careers Cafe.* Toronto, ON: Canadian Restaurant and Foodservices Association. Shows the potential for careers in the food service industry, and provides statistics of the food service industry's growth. (11 min.)	1040		3030

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
AHMA	*Hotel/Motel Careers—Check In Today.* East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Looks at the variety of choices, opportunities and rewards that can come from careers in the tourism/hospitality industry. (15 min.)	1050		
TRC	*I Love My Career, Wish You Were Here.* Edmonton, AB: Travel Alberta.	1010		
TRC	*Joining Alberta's Best.* Edmonton, AB: Alberta Tourism Education Council (TRC) with Tourism Industry Association of Alberta (TIAALTA). Focuses on positive, upbeat testimonials from a cross-section of tourism personnel. Highlights the magnitude of the industry, the range of opportunities and the availability of post-secondary education and training. (16 min.)	1010		
TRC	*Surprise It's Tourism.* Edmonton, AB: Alberta Tourism. Outlines how Albertans benefit from tourism and shows how communities can become involved in the industry. (16 min.)	1010		
	CUSTOMER RELATIONS			
TRC	*Conflict and Confrontation.* Winnipeg, MB: Marlin Motion Pictures. Demonstrates the skills necessary for handling irate customers. (14 min.)	1030		
TRC	*How to Handle the Irate, Angry, Rude, Unhappy and Sometimes Abrasive Caller on the Phone.* Scarborough, ON: Omega Films Ltd.	1030		
TRC	*Dealing with Angry Customers.* Winnipeg, MB: Marlin Motion Pictures. Provides a simple method for dealing with angry customers: deal with the person, then with the problem. (16 min.)	1030		

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
TRC	*Dealing with People.* Winnipeg, MB: Marlin Motion Pictures. Demonstrates basic skills involved in effective customer service. Shows that all of us are customers and that effective customer service is only effective if the customer feels it. (12 min.)	1030		
ITF	*Dealing with People on the Telephone.* Vancouver, BC. International Tele-Film. Suggests key words, phrases and methods for dealing with customers on the telephone. (20 min.)	1030		
MMP	*Explosive Situations: Defusing the Angry Customer.* Winnipeg, MB: Marlin Motion Pictures. Illustrates different methods for dealing with angry customers. (24 min.)	1030		
OFL	*Handling Complaints.* Scarborough, ON: Omega Films Ltd. Vignettes illustrate concepts of attitude, listening, accepting and clarifying the complaint. (14 min.)	1030		
ITF	*Handling Customer Complaints.* Vancouver, BC. International Tele-Film. Studies the front-line employees and the importance of their first encounters with customers in enhancing the company's goodwill. (20 min.)	1030		
TRC	*It's Up to You.* Winnipeg, MB: Marlin Motion Pictures. Illustrates that getting ahead and staying there is usually up to the employees. Offers strategies to help employees become successfully involved. (14 min.)	1030		
BBC	*Managing Customer Service.* Toronto, ON: BBC Education & Training.	1030		
TRC	*New Handling Complaints.* Scarborough, ON: Omega Films Ltd. Illustrates procedures for handling a complaint in a manner that creates customer goodwill. (14 min.)	1030		
TRC	*Telephone Courtesy Pays.* Scarborough, ON: Omega Films Ltd. Develop skills and attitudes essential to telephone courtesy. (7 min.)	1030		

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
ITE	*Telephone Courtesy Pays Off.* Vancouver, BC: International Tele-Film. Demonstrates proper use of the telephone to improve the image and increase business in a company. (18 min.)	1030		
TRC	*Telephone Manners.* Scarborough, ON: Omega Films Ltd. Identifies steps in answering a phone call. Points out that the voice on the phone is the voice of the organization. (11 min.)	1030		
TRC	*Turnabout—Put Yourself in the Customer's Shoes.* Vancouver, BC: International Tele-Film. Dramatizes common customer service incidents in which customers are not treated properly and then changes the incidents to positive experiences. (16 min.)	1030		
TRC	*Winning With Customers.* Two parts. Vancouver, BC: International Tele-Film. Uses a variety of situations (e.g., museum, hotel, office and hospital) to emphasize the importance of paying attention to customers' feelings and wants, and of dealing with these feelings and offering options for the solution of problems. Illustrates a team approach and creative customer service. (40 min.)	1030		
	FOOD SERVICE			
TRC	*Art of the Restaurant Service Professional.* American Express. Examines ways of using sales techniques to improve service and improve customer response. (10 min.)	1040		3030
TRC	*Banquet Service.* Scarborough, ON: Omega Films Ltd. Discusses duties and responsibilities of banquet service personnel. Shows time-saving techniques and how to serve a variety of food items. (15 min.)	1040	2040	
AHMA	*Better Banquet.* East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Focuses on efficiency and service as areas to build the skills of banquet servers. (20 min.)		2040	

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
TRC	*Buffet Layout and Service.* Scarborough, ON: Omega Films Ltd. Illustrates techniques for buffet layout, attractive table display and food service. Describes procedures of buffet equipment set-up. (12 min.)	1040	2040	
TRC	*Cafeteria Service.* Scarborough, ON: Omega Films Ltd. Demonstrates basic job responsibilities of food servers in cafeterias. (9 min.)	1040		
TRC	*Professional Dining Room Service.* Two parts. East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Provides mechanical and interpersonal skills necessary to provide professional food service. (40 min.)	1040		3030
	MANAGEMENT AND SELF-DEVELOPMENT			
TRC	*Keeping Your Mind on the Job.* Scarborough, ON: Coronet Film & Video. Shows how managers and employees can improve productivity and reduce job-related injuries by learning to recognize the underlying causes for accidents and mistakes on the job. (16 min.)	1030 1050		
TRC	*Tourism is Your Business.* Ottawa, ON: Travel Canada. Designed for people who own or operate (or plan to own and operate) a small or medium-sized hotel/motel in Canada. It provides the financial management skills needed to help ensure success of the operation. (90 min., 3-cassette set.)			3040
ACC	*What's Cooking.* Two parts. Edmonton, AB: ACCESS: The Education Station. Outlines and explains career paths in food preparation. (15 min.)	1040		

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
	SANITATION AND HYGIENE			
TRC	*Sanitation and Hygiene: Why the Importance.* Scarborough, ON: Omega Films Ltd. Shows biological reasons for kitchen sanitation and hygiene and the conditions for controlling bacteria growth. (10 min.)		2040	
TRC	*Sanitation: Conquering Kitchen Germs.* East Lansing, MI: The Educational Institute of the American Hotel & Motel Association. Demonstrates basic information on good sanitation practices in the kitchen. Consequences of improper sanitation procedures are shown, and proper procedures are demonstrated. (18 min.)		2040	

ADDITIONAL SOURCES

Available to Career and Technology Studies (CTS) teachers, locally and provincially, are many sources of information that can be used to enhance CTS. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER–LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education resources section.

ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached toll free from outside Edmonton by dialing 310–0000.

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991 (Stock No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere,* 1988 (Stock No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Students' Physical Growth: Developmental Framework Physical Dimension,* 1988 (Stock No. 161414)

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

Other

- *Focus on Research: A Guide to Developing Students' Research Skills,* 1990 (Stock No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning,* 1990 (Stock No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied. ACCESS the Education Station publishes listings of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the CTS videos, which are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this guide. The videos and accompanying support material can be obtained from ACCESS: The Education Station. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

GOVERNMENT SOURCES

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career and Technology Studies strands. For a list of NFB films and videotapes indexed by title, subject and director, or for purchase of NFB films and videotapes, call 1-800-267-7710 (toll free) or Internet address: http://www.nfb.ca

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please contact ACCESS: The Education Station or consult the relevant catalogues in your school or school district.

The Edmonton Public Library and the Calgary Public Library have a selection of NFB films and videotapes that can be borrowed free of charge with a Public Library borrower's card. For further information, contact:

Edmonton Public Library
Telephone: 403–496–7000

Calgary Public Library
Telephone: 403–260–2650

For further information contact:

Statistics Canada
Regional Office
8th Floor, Park Square
10001 Bellamy Hill
Edmonton, AB T5J 3B6
Telephone: 403–495–3027
Fax: 403–495–5318
Internet address: http://www.statcan.ca

Statistics Canada produces periodicals, reports, and an annual year book.

Resource Centres

Urban Resource Centres

Instructional Services
Elk Island Public Schools
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 403–464–8235
Fax: 403–464-8033
Internet Address: http://ei.educ.ab.ca

Learning Resources Centre
Red Deer Public School Board
4747 – 53 Street
Red Deer, AB T4N 2E6
Telephone: 403–343–8896
Fax: 403–347–8190

Instructional Materials Centre
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, AB T3E 5T1
Telephone: 403–298–1679
Fax: 403–249–3054

School, Student, Parent Services Unit
Program and Professional Support Services Sub Unit
Calgary Board of Education
3610 – 9 Street SE
Calgary, AB T2G 3C5
Telephone: 403–294–8542
Fax: 403–287–9739

After July 1, 1997, please contact the School, Student, Parent Services Unit regarding the relocation of the Loan Pool Resource Unit.

Learning Resources
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, AB T5H 4G9
Telephone: 403–429–8387
Fax: 403–429–0625

Instructional Materials Centre
Medicine Hat School District No. 76
601 – 1 Avenue SW
Medicine Hat, AB T1A 4Y7
Telephone: 403–528–6719
Fax: 403–529–5339

Resource Centre
Edmonton Catholic Schools
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, AB T6E 2H3
Telephone: 403–439–7356
Fax: 403–433–0181

Instructional Media Centre
Northern Lights School Division No. 69
Bonnyville Centralized High School
4908 – 49 Avenue
Bonnyville, AB T9N 2J7
Telephone: 403–826–3366
Fax: 403–826–2959

Regional Resource Centres

Zone 1

Zone One Regional Resource Centre
P.O. Box 6536
10020 – 101 Street
Peace River, AB T8S 1S3
Telephone: 403–624–3187
Fax: 403–624–5941

Zone 2/3

Central Alberta Media Services (CAMS)
182 Sioux Road
Sherwood Park, AB T8A 3X5
Telephone: 403–464–5540
Fax: 403–449–5326

Zone 4

Information and Development Services
Parkland Regional Library
5404 – 56 Avenue
Lacombe, AB T4L 1G1
Telephone: 403–782–3850
Fax: 403–782–4650
Internet Address: http://rtt.ab.ca.rtt/prl/prl.htm

Zone 5

South Central Alberta Resource Centre (SCARC)
Golden Hills Regional Division
435A Hwy 1
Westmount School
Strathmore, AB T0J 3H0
Telephone: 403–934–5028
Fax: 403–934–5125

Zone 6

Southern Alberta Learning Resource Centre (SALRC)
Provincial Government Administration Building
909 Third Avenue North, Room No. 120
Box 845
Lethbridge, AB T1J 3Z8
Telephone: 403–320–7807
Fax: 403–320–7817

OTHER GOVERNMENT SOURCES

Alberta Advanced Education and Career Development
For information on Alberta's Apprenticeship program, contact the Career Development Office nearest you or call the Career Information Hotline.
Telephone: 403–422–4266 (in Edmonton)
Hotline: 1–800–661–3753 (toll free)

Provincial Film Library
Queen's Printer Building
11510 Kingsway Avenue
Edmonton, AB
T5A 2Y5

- Holdings include a variety of tourism-related videos including the *Destinations* series on tourism zones in Alberta.

PROFESSIONAL ASSOCIATIONS/ INDUSTRY ORGANIZATIONS

ATEC
12th Floor, Sterling Place
9940 – 106 Street
Edmonton, AB T5K 2N2
Telephone: 403–422–0781
Fax: 403–422–3430
Toll Free: 1–800–265–1283

- Resources previously available through ATEC may now be available from Training Resource Centre, Grant MacEwan Community College.
- Responsible for development and implementation of certification/occupation standards for tourism occupations. Copies of occupational standards documents may be purchased from ATEC.
- Can provide information regarding training and further education programs operating in Alberta.
- Responsible for development and coordination of the ALBERTA BEST program. These seminars are designed to increase awareness of tourism and quality guest service.

Alberta Hotel Association
401, Centre 104
5241 Calgary Trail South
Edmonton, AB T6H 5G2
Telephone: 403–436–6112
Fax: 403–436–5404

- Publishes guides to tourism facilities in the province.

Council on Hotel, Restaurant and Institutional Education
7th Floor
1200 – 17 Street, NW
Washington, DC 20036–3097
Telephone: 202–331–5990
Fax: 202–785–2511

- Contact CHRIE for information on Canadian Chapters.

Educational Institute of the American Hotel and Motel Association
Suite 300
1407 South Harrison Road
P.O. Box 1240
East Lansing, MI 48826
Telephone: 517–353–5500
Fax: 517–353–5527

Various publications and videos are available.

Travel Alberta
3rd Floor, Commerce Place Building
10155 – 102 Street
Edmonton, AB T5H 4G8
Telephone: 403–427–4321
Fax: 403–427–0867

- Can provide tourist information for all tourist zones and centres of interest in Alberta; publications vary.

POST–SECONDARY INSTITUTES

Training Resource Centre
Grant MacEwan Community College
City Centre Campus
Room 5–309, 10700 – 104 Avenue
Edmonton, AB T5J 4S2
Telephone: 403–497–5475
Fax: 403–497–5677

- Memberships must be purchased.

DISTRIBUTOR DIRECTORY

The entries in the distributor directory are arranged alphabetically by code.

CODE	Distributor/Address	Telephone
ACC	ACCESS: The Education Station 3270 – 76 Avenue Edmonton, AB T6B 2N9	403–440–7777 Fax: 403–440–8899 1–800–352–8293 http://www.ccinet.ab.ca/access
AHMA	Educational Institute of American Hotel & Motel Association 1407 South Harrison Road P.O. Box 1240 East Lansing, MI 48826	517–353–5500 Fax: 513–353–5527 1–800–344–4381 Fax: 1–800–349–0323
ALT	Travel Alberta Distribution Centre 16646 – 114 Avenue Edmonton, AB T5M 2C3	
ARPW	Alberta Recreation, Parks and Wildlife Foundation 11759 Groat Road Edmonton, AB T5M 3K6	403–427–1976 Fax: 403–488–9755
ATEC	ATEC 12th Floor, Sterling Place 9940 – 106 Street Edmonton, AB T5K 2N2	403–422–0781 Fax: 403–422–3430
BBC	BBC Education and Training Sales 65 Heward Avenue Toronto, ON M4M 2T5	416–469–1505
CCP	Copp Clark Longman Ltd. See LRDC *Buyers Guide* for Information	
CRF	Canadian Restaurant and Foodservices Association 316 Bloor Street West Toronto, ON M5S 1W5	416–923–8416 Fax: 416–923–1450 1–800–387–5649
ECA	Edmonton Council of Alberta 8th Floor, Weber Centre 5555 Calgary Trail Edmonton, AB T6H 5P9	403–427–5792

Distributor Directory (continued)

CODE	Distributor/Address	Telephone
EPPC	Environmental Protection Information Centre Main Floor 9920 – 108 Street Edmonton, AB T5K 2M4	403–422–2079 Fax: 403–427–4407
ITE	International Telefilm Enterprises Suite 301, 5090 Explorer Drive Mississauga, ON L4W 4T9	905–629–3133 1–800–561–4300 Fax: 905–629–1211
HMF	ITP Nelson Canada See LRDC *Buyers Guide* for information	
JWS	John Wiley & Sons Canada Ltd. See LRDC *Buyers Guide* for Information	
LPP	Lone Pine Publishing 206, 10426 – 81 Avenue Edmonton, AB T6E 1X5	403–433–9333 1–800–661–9017 Fax: 403–433–9646
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	403–427–5775 Fax: 403–422–9750 http://ednet.edc.gov.ab.ca/lrdc
MCI	Microsoft Canada Inc. 1150 Manulife Place 10180 – 101 Street Edmonton, AB T5J 354	403–456–2540 Fax: 403–423–2899
MHR	McGraw-Hill Ryerson Ltd. See LRDC *Buyers Guide* for information	
MMP	Marlin Motion Pictures Ltd. 211 Watline Avenue Mississauga, ON L4Z 1P3	416–890–1500 Fax: 905–890–6550 1–800–865–7617
NEL	ITP Nelson Canada See LRDC *Buyers Guide* for information	
NGS	National Geographical Society Educational Services 211 Watline Avenue, Suite 210 Mississauga, ON L4Z 1P3	905–890–1111 Fax: 905–890–5080 1–800–268–2948

Distributor Directory (continued)

CODE	Distributor/Address	Telephone
OFL	Omega Films Limited 70 Milner Avenue, Unit #7 Scarborough, ON M1S 3P8	416-291-4733 Fax: 416-291-7775 1-800-663-4238
PHC	Prentice-Hall Inc., see LRDC *Buyers Guide* for more information.	
TIAC	Tourism Industry Association of Canada 130 Albert Street, Suite 1016 Ottawa, ON K1P 5G4	613-238-3883 Fax: 613-238-3878
TRC	Training Resource Centre Grant MacEwan Community College City Centre Campus Room 5-309, 10700 – 104 Avenue Edmonton, AB T5J 4S2 • Memberships must be purchased.	403-497-5475 Fax: 403-497-5677
WWS	University of Wisconsin Press 114 North Murray Street Madison, WI 53715-1199 USA	608-262-8782 Fax: 608-262-7560

TOURISM STUDIES

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Tourism Studies.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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- Strategies for Developing Student Learning Guides J.4

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SAMPLE STUDENT LEARNING GUIDES

- TOU1010 The Tourism Industry J.11
- TOU1020 People & Places J.23
- TOU1040 The Food Sector J.29
- TOU1060 The Travel Sector J.49

BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

   This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

   In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

   This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

   This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

   This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note**: A module is "successfully completed" when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

   Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

   This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see "Student Learning Guide Template," pages J.5–10). Several sample student learning guides are also provided in this section (see "Sample Student Learning Guides," starting on page J.11.

CAREER &
TECHNOLOGY
STUDIES

SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

-
-
-
-
-
-
-
-

WHEN SHOULD YOUR WORK BE DONE?

12
1
2
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10
11

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

WHICH RESOURCES MAY YOU USE?

•
•
•
•
•
•

ACTIVITIES/WORKSHEETS

CAREER &
TECHNOLOGY
STUDIES

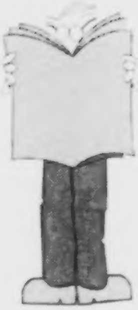
TOURISM STUDIES

SAMPLE STUDENT LEARNING GUIDE

TOU1010 The Tourism Industry

332

WHY TAKE THIS MODULE?



- Tourism is predicted to be the largest industry in Alberta by the year 2000 and will provide many of today's students with rewarding careers.
- This introductory module serves as an overview of the industry at the local and provincial level, and investigates many employment opportunities in tourism.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

- There are no prerequisites identified for this module.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe the role of business, organizations, labour and government agencies in the tourism industry
- assess the effect different travel motivators have on industry activity
- evaluate local tourism ventures and promotion strategies used to attract visitors
- identify employment opportunities in the tourism industry
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• Portfolio	80%
(Structure of the industry/travel motivators 40%)	
(Local tourism 40%)	
(Employment opportunities 20%)	
• Module Exam	20%

WHICH RESOURCES MAY YOU USE?

- Howell, David W. *Passport: An Introduction to the Travel and Tourism Industry*
- Timmons, Veronica. *Tourism and Travel: Focus Canada: A Guide to Canada's Tourism Industry and its Careers*
- ATEC Career resource binder (Available to Alberta Best Trainers)
- Local industry personnel

ACTIVITIES/WORKSHEETS

UNIT A: STRUCTURE OF THE INDUSTRY/TRAVEL MOTIVATORS

1. Complete the "Tourism background information" sheet.
2. Complete the Alberta "Trivia Quiz" #1 and #2.
3. Read chapter 1 of *Tourism and Travel: Focus Canada* and answer the chapter 1 questions.
4. Compose your own scenario where your budget is unlimited and you can travel anywhere in the world. Using travel magazines or drawings, prepare a poster that shows your trip, starting in your town and taking your trip, using each sector of the tourism industry somewhere along the way.
5. Using a map of Alberta, complete the "Getting to know Alberta: Name Game".
6. Read chapter 2 of *Tourism and Travel: Focus Canada* and complete the chapter 2 questions.
7. Complete worksheet 2-4 from page 50 in *Passport* called "Motivations, Needs and Expectations".
8. Obtain and complete the chapter 1/2 quiz.
9. Using a map of Alberta as a reference, identify the "tourist zones", "major cities and towns", "major rivers", and "major parks". Go over them once and fill in as many answers as you can, then get an Alberta map and fill in all of the correct responses.
10. Complete: "Alberta Tourism Zone Report".
11. Read chapter 3 of *Tourism and Travel: Focus Canada* and complete the chapter 4 questions.

UNIT B: LOCAL TOURISM

1. Review chapter 2 of *Tourism and Travel: Focus Canada.*
2. Develop a "Marketing and Attraction/Event" worksheet and a "Marketing Strategy/Plan" for a local tourism event.
3. Make a presentation of your tourism event and marketing plan.

UNIT C: EMPLOYMENT OPPORTUNITIES

1. Several guest speakers will be called in over the course of this module. For two of the guest speakers, complete a "Guest Speaker Reaction Paper".
2. Research a tourism career.

TOURISM STUDIES

BACKGROUND INFORMATION

NAME: ____________________

GRADE: ____________________ **AGE:** ____________________

1. Why are you taking this course? An answer "for credits" is not appropriate—something must have attracted you to the course—tell me about it?

   ____

   ____

   ____

2. What does tourism mean to you . . . what does it consist of?

   ____

   ____

   ____

3. Do you have a job (have you had a job)? ____________________

   If yes, what was the job and where did you work?

   ____

4. Where were you born? ____________________

5. If you have lived somewhere other than where you presently live (city, town, province, country), please indicate places and length of time in each.

   ____

   ____

   ____

6. If you have travelled on a major trip that would have taken you outside of Canada—please indicate and give details. When, for how long, who travelled with you, how did you travel, etc. How did you enjoy this trip?

____

____

____

____

7. List all the places you have been to in Alberta.

____

____

____

8. List all the places you have been to in Canada—places, not just provinces.

____

____

____

9. In the past year, what is the furthest point you have been to outside of your city or town. What was your reason for travelling there.

____

____

10. a) What are your career ambitions?

____

A. Where would you eventually like to live? __________________________

TOURISM STUDIES 10

TRIVIA QUIZ #1

NAME: ______________________________

1. What is the provincial flower? ____________
2. When did Alberta become a province? ____________
3. What is the population of Alberta? ____________
4. What is the most important industry? ____________
5. How many cities are there in Alberta? ____________
6. Who is the premier of Alberta? ____________
7. Name the highways which join each of these places:

   Medicine Hat – Calgary ____________

   Calgary – Edmonton ____________

   Medicine Hat – Lethbridge ____________

   Banff – Jasper ____________

   Rocky Mountain House – Saskatchewan River Crossing ____________

   Edmonton – Jasper ____________

   Edmonton – Fort McMurray ____________

   Grande Prairie – Edmonton ____________

TOURISM STUDIES 10

TRIVIA QUIZ #2

NAME: ____

1. What is the highest point of land in Alberta? ______________________________

2. What time zone is Alberta in? ______________________________

3. What is the minimum age for driving in Alberta? ______________________________

4. What is the legal age for consuming alcoholic beverages in Alberta? ______________

5. In the frontier days, what was Alberta's economy based upon? ________________

6. Who is Mount Lougheed named after? ______________________________

7. On the Yellowhead Highway approximately 70–75 kilometres west of Edmonton you may see a sign with this name:

   Yo Wo Ch As
   Outdoor Education Centre
   3 km

   What is the origin of this name? ______________________________

8. Which US states border Alberta? ______________________________

9. Identify five winter recreational activities in Alberta.

   ______________________ ______________________

   ______________________ ______________________

   ____

TOURISM STUDIES:
MODULE TOU1010 THE TOURISM INDUSTRY

ALBERTA Tourism Zone Report

You will research and report on one of the 14 tourism zones in Alberta. The zone you have chosen/been assigned is:

CONTENT

The report may either be in the form of a written report or a poster (the poster will have components as well).

YOU MUST INCLUDE:

1. *A map of Alberta with your zone draw/coloured in.*
2. *A map of your zone, with major attractions and population centres indicated.*
3. *A written description of the zone's major attractions (cultural, recreational, natural).*
4. *A list of the range of visitor services available in that zone (accommodations, food, information).*
5. *Create a sample advertisement for either the entire zone or for one of its major attractions (radio, TV, brochure, etc.) for the zone from travel information guide, magazines or videos.*

PROJECT 1 CRITERIA:

POSTER AESTHETICS: *(Neat, shows zone map and Alberta map, well-presented, effort shown)*	*/15*
DESCRIPTION OF ATTRACTIONS: *(Major attractions in the zone listed, described and identified on the map)*	*/20*
RANGE OF VISITOR SERVICES LISTED: *(List of the types of hotels, restaurants and other visitor services available)*	*/5*
SAMPLE ADVERTISEMENT: *(Creative, points out positive features of attraction(s), quality workmanship)*	*/10*
	/50

NAME: ______________ ________

DATE: ______________________

GUEST SPEAKER REACTION PAPER

SPEAKER: ________________________________

TOPIC: ________________________________

____

After each guest speaker's presentation, students must prepare a "Reaction Paper" based on the presentation. The reaction has to include a brief summary of the presentation, followed by personal comments relating to significant points made by the presenter.

The following evaluation scale will be used to grade your reaction papers:

5	*A well-defined and critically thought-out reaction to the statements made by the presenter.*
4	*The student has reacted to statements made but limited personal or critical thought has been put into the reaction.*
3	*A summary of the presentation has been made, but no personal or critical thought has been put into the reaction.*
2	*The student has made a brief summary of the presentation, but limited effort has been used in completing the objectives of the assignment.*
1	*The student has made a limited effort in completing the assignment. Summary is poorly described and has grammatical errors.*
0	*No assignment turned in.*

This paper should be written neatly on the back of, or attached to, this form. Please use complete sentences and write clearly.

This paper is due the next class day following the presentation.

CAREER & TECHNOLOGY STUDIES

TOURISM STUDIES

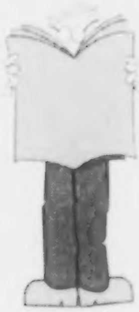
SAMPLE STUDENT LEARNING GUIDE

TOU1020 People & Places

TOURISM STUDIES

TOU1020 People & Places

WHY TAKE THIS MODULE?



- You will examine the impact of tourism on the environment and culture of a destination.
- You will discuss and demonstrate strategies of maintaining and enhancing the well-being of individuals in tourism

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However it is important that you are able to:

- describe the structure of the tourism industry in private and government areas and discuss the impact of this structure
- demonstrate some of the knowledge, skills and attitudes associated with providing quality guest service, including hospitality and communications skills.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- analyze the cultural and environmental impact of tourism on tourism destinations
- identify strategies for preserving the cultural and environmental heritage of Alberta
- describe how tourism can promote acceptance and understanding among cultures
- describe strategies used in the industry for maintaining and enhancing the well-being of tourists
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• Prepare a presentation demonstrating knowledge of tourists and destinations	20%
• Cultural Events Calendar	20%
• Field trip analyzing strategies for meeting the needs of various individuals.	20%
• Classroom assignments demonstrating awareness and understanding of cultural diversity	20%
• Module Exam	20%

WHICH RESOURCES MAY YOU USE?

- Timmons, Veronica. *Tourism & Travel: Focus Canada: A Guide to Canada's Tourism Industry and its Careers*
- Howell, David W. *Passport: An Introduction to the Travel and Tourism Industry*
- Local tourism business
- Guest speaker
- *Canadian Parks Service Fact Sheet - Bill C-30* (Cat. No. R61-2112-1E ISBN 0-662-16510-1)
- Clean Calgary - Environment Friendly Restaurant Program
- Westworld Alberta - AMA - February 1992 "Vive Le Chauffeur!"
- Nose Creek Museum
- Video - *Steam, Schemes & National Dreams*
- CNIB - pamphlets

ACTIVITIES/WORKSHEETS

1. Guest Speaker: Manager of a tourism business to discuss environment program and careers.
2. Complete "Tourism and the Environment—Assignment."
3. Guest Speaker: to discuss local environmental programs. Read background information on recycling.
4. Read "Clean Calgary" and evaluate a local restaurant.
5. Read and complete "Bill C-30."
6. Teacher discussion on "Code for Environmentally Responsible Tourism."
7. Collect recent articles on Tourism/Environment related issues. Complete "Evaluating Tourism Ecosystems."

Bonus: View "Garbologist"

Field Trip

1. TRAINING
    1. Describe the various positions in management.
    2. What training is provided for these and other positions?
    3. Why is training so important?
    4. What other educational incentives are offered?
    5. Describe some of the employee benefits.
    6. What characteristics are looked for in employees?
2. STORE OPERATIONS
    1. Describe some of the holding times for food; why are these important?
    2. What are some significant features of some of the equipment used?
    3. Why is cleanliness so important?
    4. What procedures are followed to make operations more efficient?
    5. What kind of oil is used in the fryers? Why is this significant?

3. MEETING COMMUNITY AND PERSONAL NEEDS:
    1. Does this business support community projects? Why does the company feel this is an important role to play? In what way does it support events and people?
    2. How does this business address the needs of the following groups of people:
        a. Seniors
        b. Physically disabled
        c. Mentally disabled
        d. Small children
        e. Parents
        f. The health conscious
    3. What role does "marketing" play for this business?
    4. What is this company's main demographic group?
    5. Has the company tried to expand their market share?

4. ENVIRONMENT
    1. List and describe the steps this company has taken to address environmental issues.
    2. How has the media interfered to distort truths in this area?
    3. Why is the environment a concern to business?

TOURISM AND THE ENVIRONMENT—ASSIGNMENT

Choose a tourist business or attraction in any of the regions we have discussed and describe the activities that take place there.

Discuss possible harm to the environment that might occur because of such development in the region.

Suggest ways to solve or prevent the above problems.

Write a letter to that business requesting information on its policies on protection of the physical environment.

Evaluation:	– Introduction: region, business	10
	– Concerns: sensitive areas	20
	– Suggestions:	20
	– Letter:	10
		60

CAREER & TECHNOLOGY STUDIES

TOURISM STUDIES

SAMPLE STUDENT LEARNING GUIDE

TOU1040 The Food Sector

WHY TAKE THIS MODULE?

- This introductory level module deals with the food sector from the perspective of the service provider, and the criteria required to give excellent service.
- You will evaluate food service establishments, explain basic food handling services, demonstrate proper food service skills, and adapt service standards to meet the needs of the guests.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Although there are no prerequisites identified for this module, you will need to be able to identify and analyze food service strategies.

Also, *TOU1030: Quality Guest Service* will provide helpful background knowledge to work successfully in this module. Experience in the food service sector will be an asset.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- compare a variety of local food establishments, and identify career opportunities in the food sector
- develop satisfactory food service skills
- develop standards and criteria for excellent food service, and modify service to meet guest needs
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

		PERCENTAGE
You must first demonstrate **all** of the competencies required for this module.		
When you have done this, your percentage mark for the module will be determined as follows:		
• Portfolio		80%
Intro to Food Sector	20%	
Food Service Procedures	25%	
Principles of Food Handling	15%	
Operation of a Food Service Business	40%	
• Module Exam		20%

WHICH RESOURCES MAY YOU USE?

- Guest speakers from community
- Strianese, Anthony J. *Dining Room and Banquet Management*
- Local/regional newspapers
- Timmins, Veronica. *Tourism and Travel Tours Canada, 4th Edition,* 1995

ACTIVITIES/WORKSHEETS

UNIT A: INTRODUCTION TO THE FOOD SECTOR

1. Using resources such as the local Yellow Pages and the local newspaper, and other local promotional materials, identify the "Scope of the Food and Beverage Industry" for your area. Start by making a list of as many food service outlets as possible, then try to classify them into five categories. Include a title page and a table of contents which will describe each of your categories.

2. Read Chapter 7 of *Tourism and Travel: Focus Canada*. Complete Chapter 7 review questions.

3. Using a local or regional newspaper, complete the research project "Employment Opportunities in the Food Sector." In the "Requirements" column, include any relevant training that may be obtained from an educational institution within Alberta.

4. Participate in a class discussion of the food and beverage industry with an industry person from the community and complete a "Guest Speaker Reaction Paper."

5. Complete the "Comparing Fast Food Restaurants" worksheet included in your student guide.

UNIT B: FOOD SERVICE PROCEDURES

1. To begin this unit on food service procedures, consider the food service businesses in your community and try to place them into the following categories of service. Use "Types of Food Service" worksheet and follow the instructions outlined there.

2. On a blank sheet of paper, draw a typical place setting that you would see in a restaurant that has table service. Label all items.

3. Read Chapter 3 of *Dining Room and Banquet Management* and using your own paper, compare the following types of service in chart form:

   - FRENCH
   - RUSSIAN
   - AMERICAN

4. In your notes, list the advantages and disadvantages of each type of service mentioned above.

5. On a blank sheet of paper, draw a diagram of the traditional American Place Setting that includes a soup and salad course. Include a coffee cup in your diagram, correctly positioned, of course.

6. Reach Chapter 4 of *Dining Room and Banquet Management* and complete the review questions 1, 4, 7, 8 and 11. Also answer the following question: What does the term *table maintenance* mean and why is it important? Give an example.

7. Participate in a role play, either with classmates or in a restaurant job-shadowing situation, where you demonstrate the following skills:
   - greet customer, present the menu
   - pour water
   - take order
   - serve courses
   - serve food, dessert or coffee.

   You may be evaluated for this activity by your instructor and/or food service industry professional using the Tourism Studies Food Server Skills Evaluation Checklist. Arrange for testing with your instructor.

8. Complete a "Food Service Procedures Quiz" (multiple choice), covering Chapter 3 and Chapter 4 of *Dining Room and Banquet Management*. (This is developed by individual teachers.)

UNIT C: FOOD HANDLING

1. Read Chapter 2 of *Dining Room and Banquet Management* and complete review questions 1, 4, 7 and 9.

2. Complete a "Sanitation Quiz" (multiple choice), used on Chapter 2 of *Dining Room and Banquet Management*. (This is developed by individual teachers.)

UNIT D: OPERATION OF A FOOD SERVICE BUSINESS

1. Complete the "Focus Group Activity" for the school cafeteria and discuss your findings within small groups.

2. Complete PROJECT #1: "Restaurant Critique."

3. Read the handout titled "The Menu" and using the guidelines discussed, design a menu for your own fictional food service business. You must come up with a name for your restaurant as well as a theme. In addition, design a logo that fits with the name and the theme of your establishment. You will be evaluated based on:

Creativity	Elements of the Menu
Appearance	Pricing

4. Complete PROJECT #2: "Designing your own Restaurant."

SCOPE OF THE FOOD AND BEVERAGE INDUSTRY

Using resources such as the local telephone book, pamphlets, entertainment guides and your personal knowledge of the food and beverage businesses in the community, make a personal restaurant guide for yourself with the following guidelines:

1. **Start** by making a rough list of as many food and beverage businesses you can think of in the area (20–30).
2. **Separate** (classify) these restaurants into 5 categories:
    1. Fast Food
    2. Family Restaurant
    3. Casual Dining
    4. Formal Dining
    5. Other (your own category).
3. **List** these restaurants, by category using the sheets provided.
4. When your list is complete, design an attractive cover page and title your book.

SCOPE OF THE FOOD AND BEVERAGE INDUSTRY

CATEGORY: ……………………………………………………………………………………

NAME: AREA: PHONE:	FEATURES:
NAME: AREA: PHONE:	FEATURES:
NAME: AREA: PHONE:	FEATURES:
NAME: AREA: PH.#	FEATURES:
NAME: AREA: PHONE:	FEATURES:

TOURISM STUDIES

Module TOU1040 The Food Sector

EMPLOYMENT OPPORTUNITIES IN THE FOOD SECTOR

1. On the table below, record 10 employment opportunities you find in your local newspaper or other area newspapers. Fill in as much detail as is provided in the ad. If information is not provided, include your own assumptions (in parentheses or different colour). Paste the ad on the back of this sheet.

2. Select one of the job openings below and write a cover letter, stating the qualities you have that prove you are perfect for this job.

Date	Job Title	Name of Business	Requirements	Benefits/Advantages

NAME: ______________________

DATE: ______________________

GUEST SPEAKER REACTION PAPER

SPEAKER: ____

TOPIC: ____

____

After each guest speaker's presentation, students must prepare a "Reaction Paper" based on the presentation. The reaction has to include a brief summary of the presentation, followed by personal comments relating to significant points made by the presenter.

The following evaluation scale will be used to grade your reaction papers:

5	*A well-defined and critically thought-out reaction to the statements made by the presenter.*
4	*The student has reacted to statements made but limited personal or critical thought has been put into the reaction.*
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1	*The student has made a limited effort in completing the assignment. Summary is poorly described and has grammatical errors.*
0	*No assignment turned in.*

This paper should be written neatly on the back of, or attached to, this form. Please use complete sentences and write clearly.

This paper is due the next class day following the presentation.

TOURISM STUDIES

COMPARING FAST FOOD RESTAURANTS

1. State your observations for each of the following areas of the restaurants we visited yesterday. Try to draw comparisons and find differences between the two wherever possible. Use point form, but make your answers complete. Responses such as "Good Service" and "Bad Service" are unacceptable; you must be more specific.
2. Make up two of your own categories as well and compare the restaurants according to those as well.

COMPARE	RESTAURANT #1	RESTAURANT #2
SEATING		
CLEANLINESS		
ATMOSPHERE		
SERVICE		
PRODUCTS		
STAFF KNOWLEDGE		
STAFF APPEARANCE		
STAFF ATTITUDE		

TOURISM STUDIES

TYPES OF FOOD SERVICE

There are several very distinct types of food service throughout the food industry. For example, at Subway you stand behind the glass as your sandwich is prepared for you, while at the Beefeater, you are waited on by a food and beverage server.

1. Given the following categories, describe what you think is the main service characteristic of each. In other words, what is "fast food service" and what does it look like?
2. Give examples of local restaurants you feel would fit in to each of these categories.

TABLE SERVICE 1.	CAFETERIA SERVICE 1.
2.	2.
BUFFET SERVICE 1.	FAMILY SERVICE 1.
2.	2.
TRAY SERVICE 1.	FAST FOOD 1.
2.	2.

TOURISM STUDIES FOOD SERVER SKILLS OBSERVATION CHECKLIST TOUFSS

Student Name: ______________________ Teacher: ______________________

Module/Project: ______________________ Date: ______________________

TASK	OBSERVATION/RATING					
Set Table for Chosen Service	4	3	2	1	0	N/A
Carry Tableware and Product	4	3	2	1	0	N/A
Take Orders	4	3	2	1	0	N/A
Place Orders	4	3	2	1	0	N/A
Apply Appropriate Service	4	3	2	1	0	N/A
Ensure Guests are Enjoying their Meal	4	3	2	1	0	N/A
Presents Guests with Cheque	4	3	2	1	0	N/A

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

TASK CHECKLIST

The student:

Set Table for Chosen Style
- ☐ ensures chosen service style is correct
- ☐ positions tableware and utensils properly

Carry Tableware and Product
- ☐ carries tableware efficiently and safely
- ☐ carries product efficiently and safely
- ☐ adheres to house procedures

Take Orders
- ☐ demonstrates detailed knowledge of menu and food items
- ☐ takes orders accurately, in proper order (age/gender) and in a polite manner
- ☐ organizes orders according to house procedures

Place Orders
- ☐ places orders accurately/ politely
- ☐ places orders in an effective/efficient manner
- ☐ organizes orders according to house procedures

Apply Appropriate Service
- ☐ provides appropriate service based on style chosen
- ☐ serves guests in proper order (age/gender)
- ☐ serves food/beverage from proper side
- ☐ removes empty plate properly
- ☐ serves efficiently, accurately, politely, follows house procedures

Ensure Guests are Enjoying their Meal
- ☐ inquires if the guests are enjoying their meal
- ☐ asks if additional service is required
- ☐ provides additional service as required
- ☐ repeats procedures at appropriate times

Presents Guests with Cheque
- ☐ makes presentation in a courteous manner
- ☐ takes/processes payment as required by house procedures
- ☐ provides parting greeting in an appropriate and courteous manner

REFLECTIONS/COMMENTS

FOCUS GROUP ACTIVITY

SCHOOL CAFETERIA

Name: ________________________________

1. Is the cafeteria a place you feel safe and comfortable in?

2. If you could change one thing about the cafeteria:

    a. What would you add?

    b. What would you keep off the menu?

    c. What would you change about the decor, atmosphere?

    d. How could the cafeteria be more efficient?

    e. Are there any items you feel are overpriced?

3. Would you be willing to pay more for existing items?

4. If new items were introduced, what would be the price you would be willing to pay?

THE FOOD AND BEVERAGE INDUSTRY

MAJOR PROJECT:
PROJECT 1: RESTAURANT CRITIQUE

Choose a place to eat out, such as an ethnic restaurant, a coffee shop or the school cafeteria.

You are assuming the role of a food critique for the Tourism 10 Daily Herald newspaper. I am your editor and here are your instructions for your assignment.

1. Complete the planning form. Complete transportation form (to be signed by your parents/guardians) if you will be driving with a fellow student.
2. From your restaurant experience, develop 10 questions to evaluate a restaurant. List these questions on a sheet of paper and leave enough room to write in information. I will review the questions with you before you use them for your project. Take this sheet with you to the restaurant.
3. Use your responses to these questions, along with any other personal observations, to compose a concisely written newspaper article (typed or neatly handwritten) 200–300 words.
4. Your grade will be based on the following:
   - A. Evaluation of food service,
   - B. Completed and handed in Worksheet,
   - C. Neatness and grammar of report,
   - D. Oral Presentation of report.

THE MENU

Menu is the function of the restaurant—all other factors depend on it.

Requirements:

- needs to be balanced, nutritious and varied
- what the customers are likely to want, and not just what you think they should have.

Presentation:

- written menu creates the first impression about what you offer, your range of offerings, and selling prices
- the sense of satisfaction for receiving value for money from food offering
- menu should reflect the style and theme of your restaurant
- printed menus are expensive—some restaurants use the blackboard style
- food costs rise, menus have to be changed—don't have fancy menus that will have to be redone
- menu descriptions are generally short and descriptive
- menus with too many pages intimidate customers
- if you advertise fresh fruit and vegetables, make sure they are fresh.

Purchasing:

- the menu has a direct impact on the purchasing requirements and practices; e.g.: steaks—what grade, size and specific cut is needed; how will they be purchased (fresh or frozen); how will they be stored
- accompanying items such as potato, vegetable, salad, garnish:
  - what is the source
  - will they be served with sour cream, chopped chives, etc.
  - will bread be served
  - what type of bread, homemade, buns, sliced, etc.

Soups: liquid food made from broth of meat, poultry, seafood or vegetables. Traditionally served as a complete filling meal, however, in North America is regarded as an appetizer that precedes a main course.

Most soups are served hot, however there are exceptions such as jellied consommes, vichyssoise and gazpacho.

Types of soups:
- clear soups
- thick soups
- specialty soups
- cold soups.

Entrees: the main course. Consists of either meat, poultry, seafood and a vegetable (potato and vegetable), or a vegetarian dish.

The theme of the restaurant can be fully developed through the entree.

Desserts: Can vary depending on the type of main course which is offered. Assists in ending a satisfying meal.

Types:
- Cakes
- Pies
- Pastries
- Cream desserts.

PROJECT 2: DESIGNING YOUR OWN RESTAURANT

Using the name and menu you created in your last assignment, you are going to go one step further and design the restaurant. Complete each of the following steps to be successful:

1. You already have the name, logo and menu for your restaurant, now you must create the floor plan. This does not have to be blueprint quality, rather a poster outlining how you plan to position the walls, food preparation area, dining area, washrooms and other fixtures.

2. How will you ensure guest satisfaction at your restaurant? To answer this, develop criteria for excellent service (use ALBERTA BEST service as an example). Develop a written service strategy using the following headings:

    1. **Seating:** When are guests satisfied/dissatisfied with where they are sitting or the seating arrangements themselves? What is your strategy for dealing with guests with special requirements?
    2. **Cleanliness:** When are guests satisfied/dissatisfied with the cleanliness of the restaurant? What is your strategy for dealing with guests with complaints? How will you follow up on these complaints?
    3. **Atmosphere:** When are guests satisfied/dissatisfied with the mood or atmosphere in a restaurant? This is key to your service strategy because it relates directly to the people who work for you. How will you maintain the mood you want in your restaurant? What training will your staff undertake to ensure this?
    4. **Service:** When are guests satisfied/dissatisfied with the service? This also relates directly to the people who work for you. How will you maintain the level of service you need in your restaurant? What training will your staff undertake to ensure this level of service?
    5. **Food and Beverage Products:** When are guests satisfied/dissatisfied with the food or drinks? How will you want your staff to deal with problems with the food? What training will your staff undertake to ensure that the quality of the food is kept at your standards?

3. Develop a sample advertisement for your restaurant. Be creative!

CAREER &
TECHNOLOGY
STUDIES

TOURISM STUDIES

SAMPLE STUDENT LEARNING GUIDE

TOU1060 The Travel Sector

WHY TAKE THIS MODULE?

- In this module you will research a variety of travel services, demonstrate knowledge of basic travel information and promotion skills and investigate career opportunities in the travel sector.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, to work successfully in this module you should be able to:

- describe travel motivators and their effect on the travel industry
- appreciate the importance of providing professional service
- practice basic skills essential to providing guest services including effective communication and problem-solving skills.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe travel services available to the traveller in Alberta
- develop strategies for addressing visitor inquiries
- provide basic travel and transportation information to the traveller in Alberta
- identify employment opportunities in the travel sector
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

12
1
2
3
4
5
6
7
8
9
10
11

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE	
• In practical or written format you need to demonstrate the ability to apply knowledge of the travel sector: chapter questions other written assignments module quiz	50%	
• Prepare a travel promotion package for the local tourism area including maps, facilities, services	30%	
• Research employment opportunities in the travel sector considering job profiles, wages and education.	20%	

WHICH RESOURCES MAY YOU USE?

- Timmons, Veronica. *Tourism and Travel: Focus Canada: A Guide to Canada's Tourism Industry and Its Careers,* 4th Edition
- Howell, David W. *Passport: An Introduction to the Travel and Tourism Industry,* Canadian Edition
- Alberta Tourism Education Council – resource book
- Travel Alberta – tourism destination region association information

ACTIVITIES/WORKSHEETS

1. Read and complete chapter questions for one of the following chapters in *Tourism and Travel: Focus Canada.*
   Chapter 4: "Transportation: Take off with the Airlines," questions p. 105
   Chapter 5: "Transportation: Rail, Auto, Bus and Cruise Ship," question p. 135
   Chapter 10: "Packaged Travel: The Tour Operator," questions p. 269
   Chapter 11: "Selling Travel: The Travel Agent," questions p. 285

2. Complete "Types of Travel/Transportation." You may have to use other chapters in the text to research this.

3. Complete "Types of Travel Services."

4. Complete "Airport Tour."

5. Research and complete "Careers Chart." Use ATEC resource book or career reference centre.

6. You are a travel information counsellor planning out tours for various situations. Divide up into pairs and plan one of the following to role play and present in class on ____________. Use "Travel Sector Case Study" as your outline.
   - Tour Comparison—(see your teacher for brochures)
   - The Tour—For one of the case studies provided, use one of Alberta's tourism destination regions as the destination
   - The Cruise—Part A and B
   - Sightseeing Tour—design for your location. This section is in two parts:
     - – the package Due: ________________
     - – presentation in class Due: ________________

7. Career Opportunities: Complete "Employment Opportunities in the Travel Sector."

8. Module Quiz. (This is developed by individual teachers.)

TYPES OF TRAVEL TRANSPORTATION

Type	Airlines	Rail	Bus	Car	Recreational Vehicles
Description					
Disadvantages					
Advantages					
Alberta Companies					
Describe type of person using this mode of travel					

TYPES OF TRAVEL SERVICES

Name: ________________________

Total: / 20

Call AMA, travel agents, local zone for examples.

	Services Provided	Alberta Examples	Advantages/Disadvantages to Using This Service
Travel Agencies— p. 275 in *Focus Canada*			
Tour Companies— p. 257 in *Focus Canada* (Independent Tour Companies)			
Transportation Companies— p. 73, 107 (Chapter 4, Chapter 5) in *Focus Canada*			
Travel Information Centres (call local information centre to ask what they provide)			
Local Tourism and Convention Bureaus—call local Chamber of Commerce and/or tourism office to ask what they provide			

AIRPORT TOUR

You are going on vacation to another country on an escorted tour. When you take the airport tour, list all the people you would interact with as a passenger and what they would do to get you to your destination.

Ground Transportation ______________________________

Airline Ticket Counter ______________________________

Dining Room/Cocktail Lounge ______________________________

Bank/Money Exchange Services ______________________________

Security Check ______________________________

Passenger Lounge/Departure Gate ______________________________

In-flight Crew ______________________________

From your observations, do you think that any of the facilities/services/interactions could be improved?

____

Be prepared to discuss in the next class.

CAREERS CHART

Name: ______________________

Total: / 50 marks

List at least 10 different careers in either transportation or travel agency areas of the travel sector and complete the following:

(You may make a poster display or do a series of interviews for this project.)

Career	**Description** (training, tasks performed, pay, job prospects, etc.)	**Advantages and Disadvantages**

TRAVEL SECTOR CASE STUDY

Name: ______________________
Date: ______________________
Total: / 100

Using the following outline prepare a travel package for one of the case studies in your module.

- Tour Comparison
- The Tour
- The Cruise
- Sightseeing Tour.

Prepare to present your package to the client in a role play situation. The client should prepare additional questions to ask or questions to clarify information.

The Package

1. Brief introduction or description of the trip. /10
2. A detailed itinerary including dates and times of arrival, planned excursion, departure times. /20
3. Details of transportation: /10
    - to and from destination
    - at the destination; e.g., taxi, bus, LRT
    - cost of transportation
    - maps outlining routes.
4. Accommodation details: /10
    - location
    - services (include brochures)
    - cost.
5. Attraction details (include brochures) /10
    - location, description, cost.
6. Identify and explain basic regulations for the area; e.g., /10
    - liquor regulations
    - provincial and national parks regulations
    - camping regulations
    - hunting/fishing regulations.

TOTAL /70

The Presentation

Role play the presentation of your package to a client and consider the following:

1. Did you introduce the package and give an overall perspective of it? /2
2. Did you consider your client's needs, wants and expectations? /3
3. Was your package complete; did you miss anything? /2
4. Did you present your package in an exciting pleasing way? /3
5. Did you use appropriate communication techniques? /10
   - eye contact
   - nonverbal gestures
   - open, appropriate posture
   - use of visuals.
6. Problem-solving techniques—were you able to answer and solve your clients concerns and questions? /5
7. Were you able to accurately explain all the symbols, times, map directions, etc. in your package? /5

TOTAL /30

TOUR COMPARISON

Tour: Canada—Winter

Role: You are a travel agent

Resources: Two tour brochures (same destination)

Situation: A couple in their thirties are sitting at your desk. They want a winter ski vacation in Canada. They have around $2,000 each to spend (includes spending money) and want a packaged tour (transportation, transfer, accommodation, ski-lift included if possible). They like fine dining and want a resort destination with shopping and nightlife. Departure: January or February for 10 days.

	Tour 1	Tour 2
Destination		
Transportation		
Transfer		
Accommodation		
Ski package includes:		
Price		
Nightlife available		
Shopping		
Other activities		

Which tour would suit your clients better and why? ______________________________

THE TOUR

You are going to go into the Gofar Travel Company to find out information on a tour you want to take. If you find the travel agent gives you good service and is knowledgeable you can book the tour with him/her. You wish to take a trip to one of the Alberta tourism destination regions (your choice of region) over the spring break with your family of four (two children). You will need accommodation for one week.

Tour: ____

Date: ______________________ No. in Party: _____

Who is going with you? ________________________________

Write down on a separate sheet of paper what you want to know about the:

- tour
- destination(s)
- climate and dress requirements
- accommodation
- activities
- types of people you would be with
- tour escort
- other.

(Hand in to instructor afterwards.)

After you have done this role play with your partner (the travel agent), be prepared to discuss how he/she handled you during the role play. Would you make the booking now, or look for another agent?

THE CRUISE

(Part A)

You are going to go into the Gofar Travel Company to find out information on a cruise you want to take. If you find the travel agent gives you good service, and is knowledgeable, you can make the booking (don't give the agent your down payment though!).

Cruise: ____

Dates: ______________________   No. in Party: _____

Who is going with you? ________________________________

Write down on a separate sheet of paper what you want to know about the:

- cruise ship
- destination(s)
- climate and dress requirements
- activities on-board ship
- land excursions
- visa requirements.

(Hand this in to instructor afterwards.)

After you have done this role play with your partner (the travel agent), be prepared to discuss how he/she handled you after the role play.

Would you make the booking now, or try another agent?

(Part B)

Role: You are a travel agent
Resources: Two cruise brochures

Situation: A couple (mid-forties) comes into your agency. They want to take their parents on a cruise as a gift for their 50th wedding anniversary in June. They want to go to Alaska for a week. Money is no object for this once-in-a-lifetime event. They will be leaving from Vancouver, British Columbia so many require transportation and one night's accommodation there.

	Tour 1	Tour 2
Cruise line		
Number of passengers		
Accommodations (you choose type)		
Ports of call		
Activities: (on board)		
Other services		
Dates available		

Which tour would suit your clients better and why? ______________________

SIGHTSEEING TOUR

Design a Sightseeing Tour (in groups of three to five)

Discussion: 30 minutes
Presentation: 5 minutes

Choose an area of your town/city/community that you would like to design a NEW 3-hour sightseeing tour to:

Examples:
- walking tour of historic buildings
- agricultural tour
- art tour
- plant stores tour
- market tour
- shopping tour
- bicycling tour

Be as creative as you wish. The tour should not already exist in your community.

Now put the tour together:

1. Where are your target markets?
2. Describe your tour step-by-step:
   - time it out
   - how frequently will it be offered?
3. Who is involved? (need permission from?)
4. Cost out the tour.
5. How will your reach your target markets?
6. What will your advertising strategies be?

You have five minutes to present your tour to the class.

TOURISM STUDIES
Module TOU1060 (The Travel Sector)

EMPLOYMENT OPPORTUNITIES IN THE TRAVEL SECTOR

1. On the table below, record 10 employment opportunities you find in the local or other area newspapers. Fill in as much detail as is provided in the ad. If information is not provided, include your own assumptions (in parentheses or different colour). Paste the ad on the back of this sheet.

2. Select on of the job openings below and write a cover letter, stating the qualities you have that prove you are perfect for this job.

Date	Job Title	Name of Business	Requirements	Benefits/Advantages

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